

# Ohio eTPES Principal User Guide



## Ohio Electronic Teacher and Principal Evaluation System

---

Version 6.3

# Principal Table of Contents

---

## 1. Principal Introduction to eTPES

- a. Principal Signing Into eTPES
- b. Principal and Assistant Principal Administrative Functions
- c. Providing Feedback on eTPES

## 2. Principal Administration Tab

- a. Principal: Staff Management
  - i. Staff Management: Staff Assignment
  - ii. Staff Management: User Search
  - iii. Staff Management: Issue Resolution
  - iv. Staff Management: Staff Import
- b. Principal: Evaluator Management
- c. Principal: Staff Import
- d. Principal: SGM Ratings
- e. Principal: Performance Ratings

## 3. Principal Evaluations Tab

- a. Principal Optional Self-Assessments
- b. Principal Step 1: Professional Growth and Improvement Plans
  - i. Principal Professional Growth Plan
  - ii. Principal Improvement Plan
  - iii. Principal Improvement Plan: Evaluation of Plan
- c. Principal Step 2: Formative Assessment, Observation and Examination of Artifacts
- d. Principal Step 3: Performance Rating Rubric
- e. Principal Step 4: Student Growth Measures (SGM)
- f. Principal Step 5: Final Summative

## 4. Principal Educators Tab

- a. Principal: Edit Educator
  - i. Evaluator View of Teacher Self-Assessment
  - ii. Evaluator View of Teacher's Step 1: Professional Growth and Improvement Plans
    - 1. Teacher Professional Growth Plan
    - 2. Teacher Improvement Plan
    - 3. Teacher Improvement Plan: Evaluation of Plan
  - iii. Evaluator View of Teacher's Step 2: Formative Assessment
    - 1. Evaluation Pre-Conference Form
    - 2. Informal Observation
    - 3. Formal Observation/Performance Rubric
    - 4. Evaluation Post-Conference Planning
  - iv. Evaluator View of Teacher Professional Project
  - v. Evaluator View of Teacher's Step 3: Student Growth Measures
  - vi. Evaluator View of Teacher's Step 4: Summative Evaluation
- b. Principal View Educator

## 5. Principal Reports Tab

## 6. Principal Help Tab

# Principal Introduction to eTPES

---

In May 2009, the Ohio Principal Evaluation System framework was approved by the State Board of Education, and in November 2011, the framework for the Ohio Teacher Evaluation System was approved. Ohio's electronic Teacher and Principal Evaluation System (eTPES) was named as a project in Ohio's Race to the Top Grant (2010), and made possible through RttT funds. Work began on the design and development of the project with the vendor, RANDA Solutions, in November 2011.

The goal of the eTPES project is to automate the teacher and principal evaluation frameworks using Web-based technology. Ohio eTPES will follow the adopted framework components of 50% educator performance and 50% student growth measures. The electronic system will allow evaluators and educators secure access to document, store evidence and complete the evaluation process in a standard Web browser. Steps will lead evaluators through the process and determine educator performance based on performance rubrics. A final summative rating (based on the components) for principals and teachers will be generated through the system.




**This eTPES product is undergoing consistent upgrades and not yet complete. We are planning improvements based on your input from the feedback forms located at the bottom of many eTPES screens.**

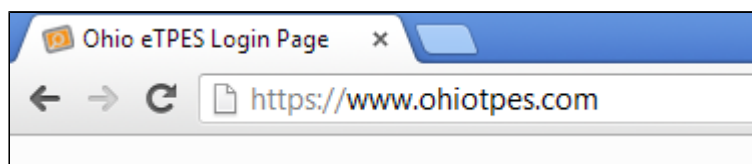
# Principal Signing Into eTPES

---

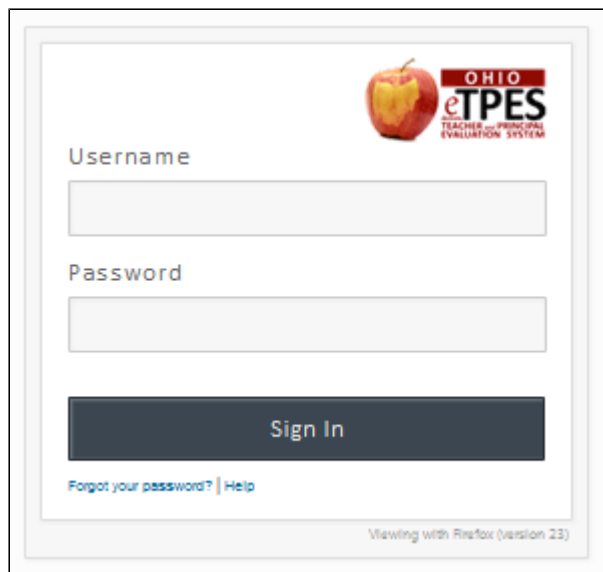
## Signing In

To sign in to the electronic Teacher and Principal Electronic System (eTPES), click on the browser on your desktop and go to the eTPES site, [www.ohiotpes.com](http://www.ohiotpes.com).

 eTPES is currently supported on the following browsers:  
**IE8+ (Internet Explorer version 8 or later)**  
**Firefox 3.6+ (version 3.6 or later)**  
**Safari 5.1+ (version 5.1 or later)**  
**Chrome**



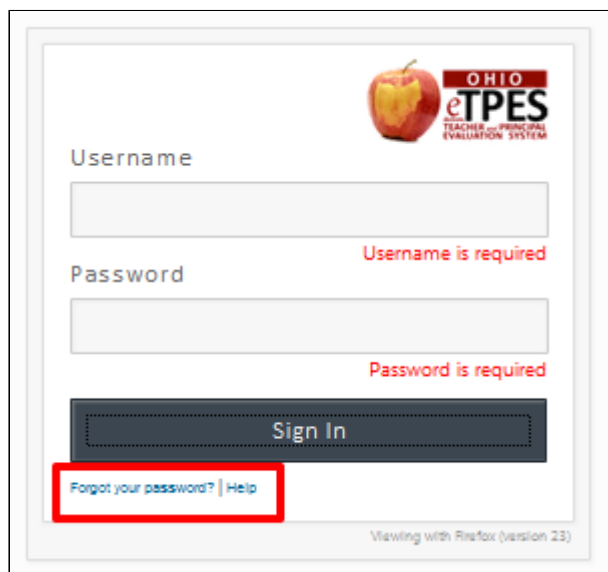
You will be directed to the sign in page and asked for your username and password.

A screenshot of the Ohio eTPES login page. In the top right corner is the Ohio eTPES logo, which includes a red apple icon and the text "OHIO eTPES TEACHER & PRINCIPAL EVALUATION SYSTEM". Below the logo is a login form with two input fields: "Username" and "Password". Below these fields is a dark grey button labeled "Sign In". At the bottom left of the form is a link that says "Forgot your password? | Help". At the bottom right of the page, it says "Viewing with Firefox (version 23)".

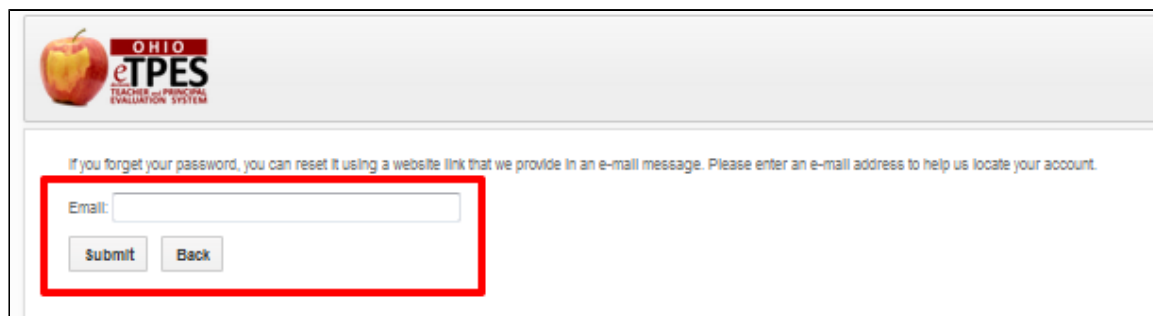
Enter your username and password and click **Sign In** to proceed.

## Trouble Signing In

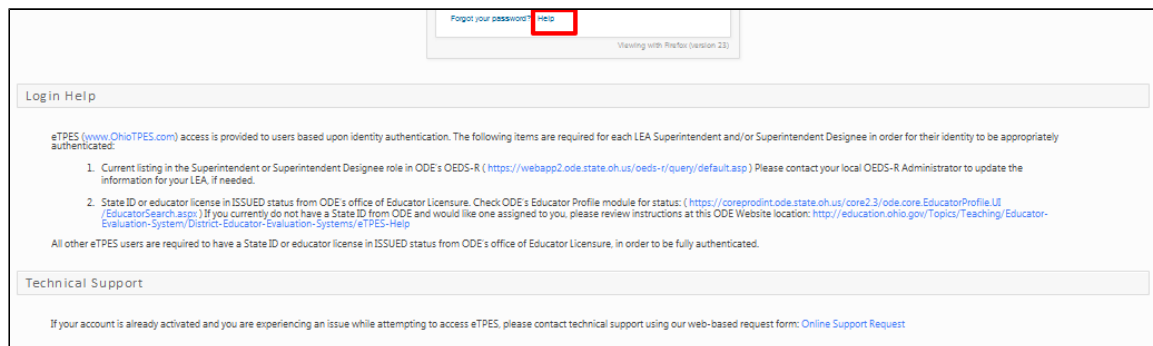
You will receive an activation email allowing you to set up your account, including your username. If you have forgotten your password, click on the **Forgot your password?** link.



The link will direct you to submit your email address. eTPES support will contact you directly with your password and sign in information.

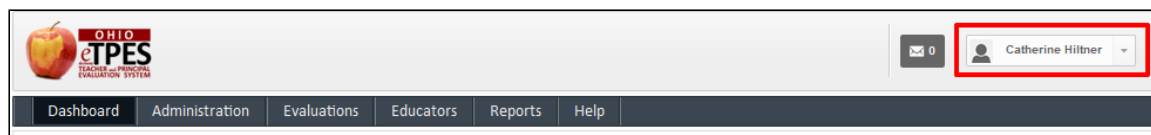


If you are still having trouble signing in, click on the Help link and you will be able to access further help resources and contact eTPES Support.

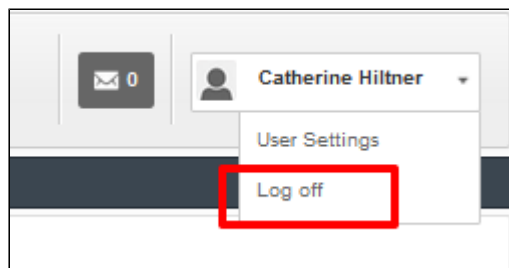


## Logging Off

To log off of eTPES, click on your name in the top right hand corner of any screen.



You will see a drop down menu. Click on **Log Off**.



# Principal and Assistant Principal Administrative Functions

---

## How to Obtain Access to eTPES

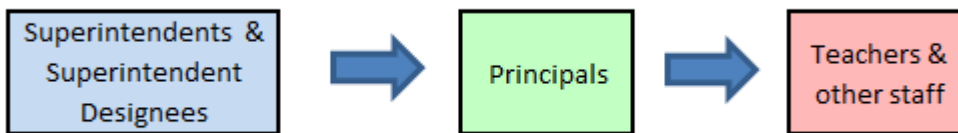
At the beginning of the academic year, activation emails will be sent to Superintendents and Superintendent Designees who:

- Are listed in ODE's OEDS-R system as a **Superintendent** or **Superintendent Designee**
- Have a State Staff I.D.

The activation email will be sent to the email address in the OEDS-R system. The email will be from [no-reply@ohioptes.com](mailto:no-reply@ohioptes.com). Along with important instructions, the email contains a link to activate your account and set up your password.

After successful login to eTPES, the LEA Superintendent or Superintendent Designee will be required to complete setup tasks, which includes a principal roster review and verification. When these tasks are complete, the Superintendent or Superintendent Designee will send access, via activation email, to the appropriate staff in principal roles for the LEA.

After principals login to eTPES, they will send access, via activation email, to the teachers, evaluators, assistant principals, and other appropriate staff for the building.



## User Settings

To access the **User Settings** page, click on your name in the top right hand corner. You will see a drop down menu. Click on **User Settings**.

**User Settings**

Username: catherine.hiltnerP

First Name:  Email Address:

Last Name:  PIN (signature): \*\*\*\* (Show PIN)

[Change Password](#)

## Changing your password

To change your password, go to the **User Settings** page shown below.

Click on **Change Password**.



**User Settings**

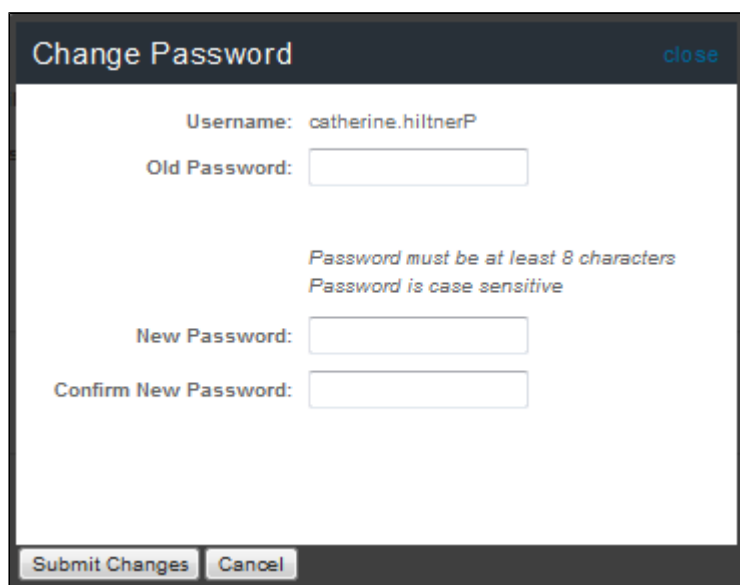
Username: catherine.hiltnerP

First Name:  Email Address:

Last Name:  PIN (signature): \*\*\*\* (Show PIN)

[Change Password](#)

When you click on the **Change Password** link, the pop-up shown below will appear.



**Change Password** [close](#)

Username: catherine.hiltnerP

Old Password:

*Password must be at least 8 characters*  
*Password is case sensitive*

New Password:

Confirm New Password:

[Submit Changes](#) [Cancel](#)

Enter your old password. Enter your new password twice. Click on **Submit Changes**.

The screen will indicate your password has been changed.

### Viewing your PIN

A PIN will be used to signify completion of a form.

To view your PIN, stay on the **User Settings** screen.

Click on **Show PIN** link, as shown below.



**User Settings**

Username: catherine.hiltnerP

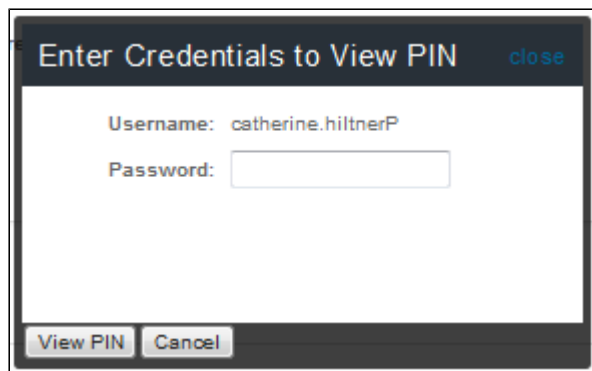
First Name:  Email Address:

Last Name:  PIN (signature): \*\*\* [\(Show PIN\)](#)

[Change Password](#)

The pop-up below will appear.





Enter Credentials to View PIN [close](#)

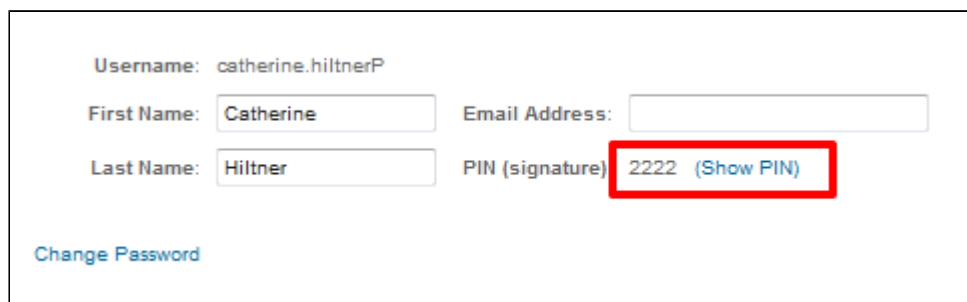
Username: catherine.hiltnerP

Password:

[View PIN](#) [Cancel](#)

Enter your password and click **View PIN**.

The PIN will appear as shown below.



Username: catherine.hiltnerP

First Name:  Email Address:


Last Name:  PIN (signature) **2222 (Show PIN)**

[Change Password](#)

## Providing Feedback on eTPES

---

Please utilize the feedback screen to give us your thoughts and opinions. Your feedback will help to improve future releases of the product. This is your product, so please take time to give your feedback.

 Do not enter support questions on the feedback screen. These questions will not be answered. Please utilize the link on the **Help** tab for support.

There is a “Provide Feedback” button in the bottom right hand corner of each screen. Click on this button at any time to provide feedback on the current screen. All feedback entered will be sent to the Ohio Department of Education and RANDA in order to improve the product. Please note that this is not a method of obtaining support. Support questions entered in the feedback will not be responded to. If you need support, call the support phone number or email the support email address on the Help screen. An example of the “Provide Feedback” button is shown below on the left.

After you have entered feedback on a screen, the button will change (see below). You can click on the “Provide More Feedback” button multiple times to enter additional feedback for that specific screen. When you click on the “Provide More Feedback” button, you will be taken to a new screen – you will not see the previous information you entered. An example is shown below on the right.

Provide Feedback  
Help us improve this product



Provide more Feedback  
Help us improve this product



Below is the Feedback screen. Click on the appropriate radio button and/or enter your comments. Click on the Save button at the bottom of the screen to save and submit your feedback.

This survey form was created to provide you with an opportunity to recommend upgrades and new features in the eTPES product. For customer support regarding an immediate issue you've encountered while using eTPES, please contact: [support@softpsa.com](mailto:support@softpsa.com) or call (815) 467-8387.

After using this page, please complete the brief survey below.  
(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

1.) This page was useful.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How could it be improved? (300 character max)

1000

2.) This page was easy to understand and navigate.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How could it be improved? (300 character max)

1000

3.) This page was responsive and loaded quickly.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How could it be improved? (300 character max)

1000

4.) This page did not display any errors.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How could it be improved? (300 character max)

1000

Save



This the only screen you will need to press a **Save** button to save your selections.

# Principal Administration Tab

The **Administration** tab will give you both **Building Administration** tools as well **Data Management** tools.

The Building Administration tools include:

- **Staff Management**
- **Evaluator Management**

The Data Management tools include:

- **Staff Import**
- **SGM Ratings**
- **Performance Ratings**

The screenshot displays the Ohio eTPES (Teacher Performance Evaluation System) interface. At the top left is the Ohio eTPES logo. To the right of the logo is a notification icon showing '0' and a user profile dropdown for 'Catherine Hiltner'. Below the header is a navigation bar with tabs: 'Dashboard', 'Administration' (which is selected), 'Educators', 'Reports', and 'Help'. The main content area is divided into two sections. The first section, 'LEA and Building Administration', contains two items: 'Staff Management' with the description 'View and manage staff assignments by LEA/Building' and 'Evaluator Management' with the description 'View and manage LEA evaluators and assignments to educators'. The second section, 'Data Management', contains three items: 'Staff Import' with the description 'Upload staff assignments by LEA/Building from Excel file', 'SGM Ratings' with the description 'Upload SGM ratings for Vendor Assessment, SLO/Other, and Shared Attribution from Excel File' and a red note 'Available in a future version', and 'Performance Ratings' with the description 'Upload performance ratings from Excel file' and a red note 'Available in a future version'.

This section will walk you through the functionality of each feature.

# Principal: Staff Management

---


The **Staff Management** feature of the **Administration** tab has four tools to assist you:

- **Staff Assignment**
- **User Search**
- **Issue Resolution**
- **Staff Import**

The first three tools are currently being developed and will be available in future releases of the eTPES System.


The **Staff Import** tool will allow you to upload staff assignments by LEA and Building IRNs from an Excel file.

Staff Management




Staff Assignment

View and update current staff assignments by LEA and Building  
Available in a future version




User Search

Locate user by State ID or Name (all LEAs and Buildings)  
Available in a future version



Issue Resolution

Review and approve removal requests for staff rosters  
Available in a future version

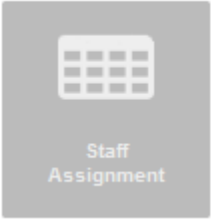


Staff Import

Upload staff assignments by LEA and Building IRNs from Excel file

# Staff Management: Staff Assignment

---



View and update current staff assignments by LEA and Building

Available in a future version

The **Staff Assignment** icon will direct you to the **Staff Assignment** dashboard. This feature will allow you to view and update current staff assignments by LEA and Building.

This feature will be available in future version of the eTPES System.

# Staff Management: User Search

---



Locate user by State ID or Name (all LEAs and Buildings)

Available in a future version

The **User Search** icon, will allow you to locate users by State ID or Name.

This feature will be available in future versions of eTPES.

# Staff Management: Issue Resolution

---



Issue  
Resolution

Review and approve removal requests for staff rosters

Available in a future version

The Staff Management **Issue Resolution** feature will allow you to review and approve the removal requests for staff rosters.

This feature will be available in future releases of eTPES.



# Staff Management: Staff Import

---

There are two different ways to access the **Staff Import** feature in eTPES. The first way is through the **Staff Import** icon on the **Administration** tab. The other, shown here, is through the Staff Import icon that is accessible through **Staff Management** icon. Each will bring you to the same page.



For complete instructions on how to use the **Staff Import** feature, see the **Principal: Staff Import** page under the **Administration** tab.


# Principal: Evaluator Management

The Evaluator Management dashboard will have three features:


- **LEA Approved Evaluators**
- **Evaluator Assignments**
- **Issue Resolution**

This section will explain the functionality of each feature.


Evaluator Management

  
LEA Approved Evaluators

Update availability settings for credentialed evaluators within LEA staff lists  
Available in a future version


  
Evaluator Assignments

View and update primary and secondary evaluator assignments  
Available in a future version


  
Issue Resolution

Review and correct missing primary evaluator assignments for educators  
Available in a future version

For immediate instructions on how to edit a Primary Evaluator, see the [Principal: Edit Educator](#) section of this guide.

 These features will be available in a future version of eTPES and the user guide will be updated accordingly

# Principal: Staff Import



Staff Import

Upload staff assignments by LEA/Building from Excel file

On the **Staff Management** dashboard, you will have to select your building for which you are going to import staff. Once you have selected the building, you will click on the the **Download Excel Template** icon, outlined in red below.

AdministrationView Instructions (PDF)

Staff Download - Create Template File

Training School 5

Select LEAs and/or Buildings in the panel, then click the download Excel Template button to create a customized staff template.

Pick a format: .xlsx

Download Excel Template

Staff Upload - Select File to Import

Click "Select a Staff File" to choose a valid eTPES Staff template.

No file selected. Select a file

You will be asked to open the file in Excel, press **OK**.

DashboardAdministrationEducatorsReportsHelp

AdministrationView Instructions (PDF)

Staff Download - Create Template File

Staff Upload - Select File to Import

Click "Select a Staff File" to choose a valid eTPES Staff template.

No file selected. Select a file

Staff Upload - File Processing

Opening eTPES\_StaffImport\_Template.xlsx

You have chosen to open:  
eTPES\_StaffImport\_Template.xlsx  
which is a: Microsoft Excel 97-2003 Worksheet (5.8 KB)  
from: http://training.ohiotpes.com

What should Firefox do with this file?

☒ Open with Microsoft Excel (default)

☐ Save File

☐ Do this automatically for files like this from now on.

OKCancel

Provide Feedback  
Help us improve this product


When you press **OK**, the template will appear as shown below.

A	B	C	D	E	F	G	H	I	J	K	L	M	
1	LEA/IRN	Building IRN	State ID	Last Name	First Name	Email	Role	Principal Evaluator Credential Date	Approved to evaluate principals?	Teacher Evaluator Credential Date	Approved to evaluate teachers?	Remove from roster?	Send activation email?
2	900061	700061	TR0000061	Hiltner	Catherine		Principal		No	07-12-2013	Yes	No	No
3	900061	700061	MT0000061	Teacher	Mary		Teacher		No		No	No	No
4	900061	700061	RT0000061	Teacher	Robert		Teacher		No		No	No	No
5													

The template that you download will have thirteen columns that are both gray and white. The gray columns are not to be edited or changed. This information is given to the eTPES system through OEDS and EMIS. If changes need to be made, please contact those respective representatives for your LEA.

The only white columns that you have the ability to change are:


- Email
- Role

 The Evaluator credential dates are provided to eTPES by NIET. If there is no date in the field, the user is not eligible to be assigned as an evaluator in eTPES. The columns for approving evaluators may only be edited by Superintendents and Superintendent Designees.

- Remove from roster
- Send activation email

All other fields will be populated based on the information provided by the state system.

When you need to add a user, scroll down to the end of the list, and copy and paste the LEA IRN and Building IRN to the rows needed for additional users. Then manually enter their state ID, last name, first name, email, role and corresponding yes/no entries for the remaining columns.

 The **Role** recorded must be a valid role ID:


- TEACHER
- PRINCIPAL
- ASST. PRINCIPAL
- HR ADMINISTRATOR
- EVALUATOR
- GENERAL STAFF

If you need to remove an educator from your roster **DO NOT** delete the row that educator is entered on, rather change the Yes/No answer under **Remove from Roster?** from No to Yes.

The **Credential Date**, preceding the **Approve to Evaluate?** column, is provided to eTPES by NIET. If there is no date in the preceding field, you must keep the approved to evaluate field set to NO until a valid credential date is provided by NIET.

### Removing and Adding a User

To remove a user from your LEA, go to the **Remove from Roster?** column on the template. The default to this column is to have the field marked NO. To remove the user, manually type YES into this field.

 Do not delete a row to remove a user from your roster. The system must read, YES in the **Remove from Roster** column in order to properly remove a user from the roster.

To add a new user to your roster, go to the end of the user list on your template. Copy and paste the LEA and Building IRNs (if applicable) from the previous user's row, add the state ID, first and last name, email, and role. Then fill in the remaining fields.

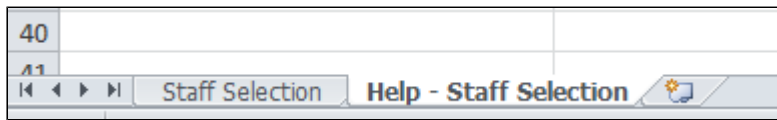
### Moving a User

To move a user from one building to another, you will have to remove the user from their original building and then add them to another building. To remove them from their original building, follow the steps as explained before by marking the **Remove from Roster?** field as YES for the user you would like to remove. This will remove them from that building's roster.

To add that user to another building, follow the steps for adding a new user by copying and pasting the LEA from the previous user's row in the template, then add the new Building IRN for the added user. Fill out the

state ID, first and last name, email, role, and remaining fields. Ensure the **Remove from Roster?** field reads NO.

For more help on using the template, click on the **Help - Staff Selection** tab found at the bottom right corner of the Excel template.



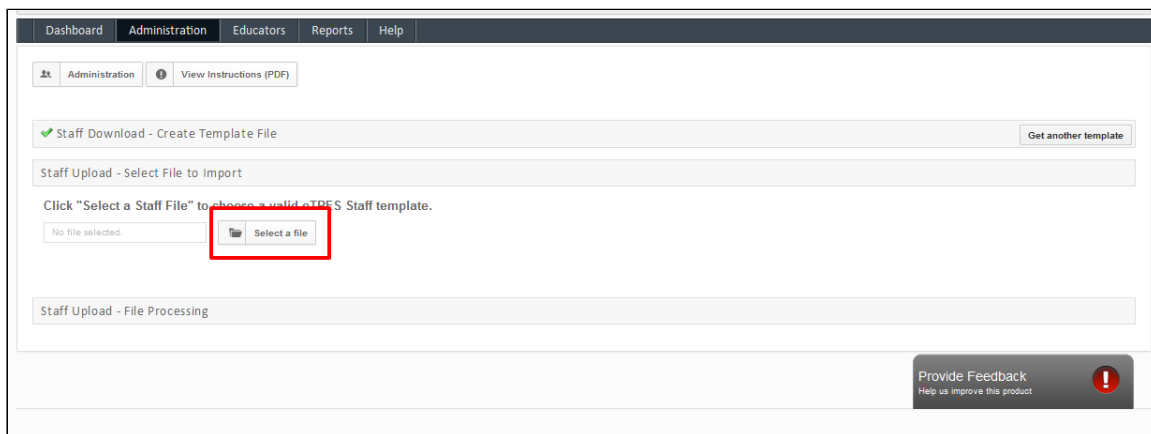
This tab, shown below, will give you any information you may need to continue importing your staff.

A screenshot of the 'Help for Staff Selection' tab in the Excel template. The table contains 17 rows of instructions for staff import.

Help for Staff Selection	
1	Only one combination of State ID, LEA IRN, Building IRN, and Role is permitted. Multiple assignments may be given to the same Staff State ID, but must be in different LEA/Building IRNs.
2	
3	LEA IRN
4	Display of LEA IRN; do not modify
5	Building IRN
6	Display of Building IRN; do not modify
7	State ID
8	Display of Staff State ID; do not modify
9	Last Name
10	Display of Last Name; do not modify
11	First Name
12	Display of First Name; do not modify
13	Email
14	Email Address
15	Role
16	Role Name; please use exact text for each record: Teacher, Principal, Asst. Principal, HR Administrator, Evaluator, or General Staff
17	Principal Evaluator Credential Date
18	Display of NNET evaluator credential date; imported from NNET system by Staff State ID
19	Teacher Evaluator Credential Date
20	Display of NNET evaluator credential date; imported from NNET system by Staff State ID
21	Approved to evaluate teachers?
22	Superintendent/Designee may enter yes in this column to authorize user as an evaluator at the IRN(s) specified
23	Approved to evaluate principals?
24	Superintendent/Designee may enter yes in this column to authorize user as an evaluator at the IRN(s) specified
25	Remove from roster?
26	Remove from roster (enter yes in the column to remove the staff assignment at the specified IRNs)
27	Send activation email?
28	Send eTPES system activation email (enter yes in the column)


Once you have completed the form, go to **File** and then **Save As**. We recommend saving this template to your Desktop.


You will then scroll down on the **Staff Import** page and click the **Select a File** button to find the document you just saved.



Once you have selected the correct file, you will then click **Submit for Processing**.

Dashboard	Administration	Educators	Reports	Help
-----------	----------------	-----------	---------	------

 Administration


 View Instructions (PDF)

✓ Staff Download - Create Template File


Staff Upload - Select File to Import

Click "Select a Staff File" to choose a valid eTPES Staff template.

Copy of  
eTPES\_StaffImport\_Template.xlsx

 Select a file

Next click "Submit for Processing" to begin the upload process.

 Submit for Processing

Staff Upload - File Processing

The eTPES system will process the changes and additions you have made to the template.  
Before you apply those changes, click on **Download File Upload Report**.

Dashboard
Administration
Educators
Reports
Help

Administration
View Instructions (PDF)

Staff Download - Create Template File

Staff Upload - Select File to Import

Staff Upload - File Processing

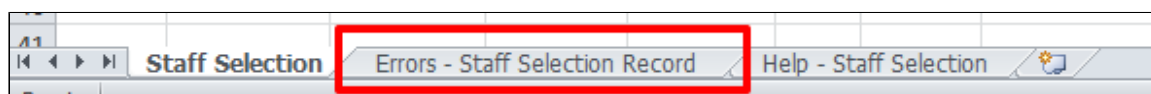
Upload and processing complete. Next, review the changes and check for errors.  
To complete the process click "Apply Changes".

Download File Upload Report
Apply Changes
Cancel Changes

This report will be in an Excel sheet and will give you an opportunity to review the records that will be uploaded to the system, as shown below.

A	B	C	D	E	F	G	H	I	J	K	L	M	
The following records will be uploaded													
1													
2													
3	LEA IRN	Building IRN	State ID	Last Name	First Name	Email	Role	Principal Evaluator Credential Date	Approved to evaluate principals?	Teacher Evaluator Credential Date	Approved to evaluate teachers?	Remove from roster?	Send activation email?
4	900001	700001	TR0000001	Principal	Jane		Principal		No	07-12-2013	Yes	No	No
5	900001	700001	MT0000001	Teacher	Mary		Teacher		No		No	No	YES
6	900001	700001	RT0000001	Teacher	Robert		Teacher		No		No	No	No

If you go down to the bottom of the Excel sheet, you will see an additional tab labeled **Errors - Staff Selection Record**.



If you click on this tab, it will show any errors or discrepancies that are in the data you input into the system. The image below shows the record that has the error.


A	B	C	D	E	F	G	H	I	J	K	L	M	
Errors for Staff Selection													
1	LEA IRN	Building IRN	State ID	Last Name	First Name	Email	Role	Principal Evaluator Credential Date	Approved to evaluate principals?	Teacher Evaluator Credential Date	Approved to evaluate teachers?	Remove from roster?	Send activation email?
2	900001	700001	TS0000001	Superintendent	Jane	js@ohiotpes.com	Superintendent	07-12-2013	Yes	07-12-2013	Yes	No	No

If you scroll to the end of the report, you can see exactly what the error is.

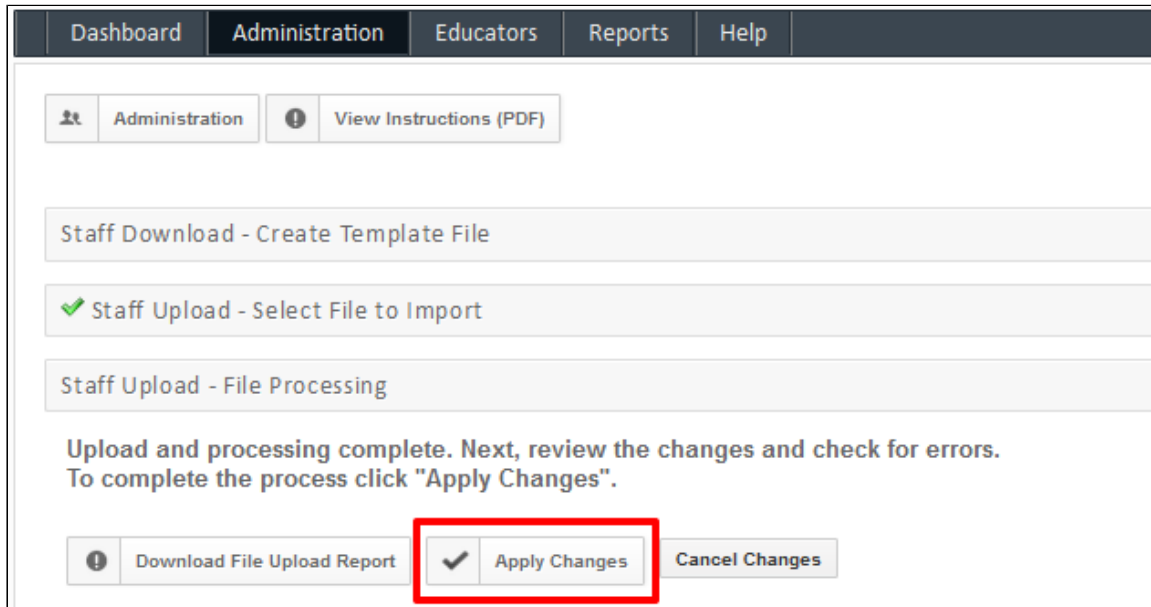
Approved to evaluate principals?	Teacher Evaluator Credential Date	Approved to evaluate teachers?	Remove from roster?	Send activation email?	Row Number	Error
Yes	07-12-2013	Yes	No	No	2	Superintendents and Designees must be assigned at the LEA level.

In this case, in the second row and the original template, Jane Superintendent has an incorrect role assigned to her that can only be assigned at the LEA level.

Be sure to check this report before clicking the **Apply Changes** button to finalize the data.

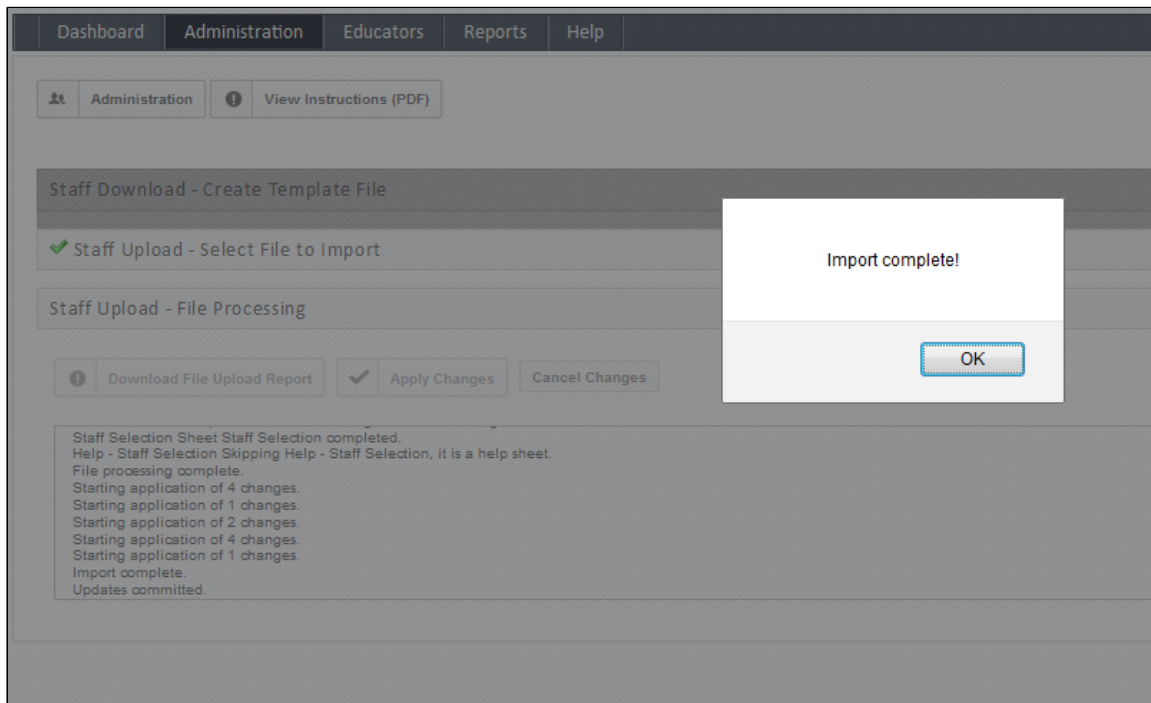
 You will not be able to correct the errors from the error report. Once you have reviewed your errors it is very important to go back into the original template and correct the errors. Then re-submit the template and apply changed.

Upon review of the data and correction of the errors, click **Apply Changes** to finalize.



The screenshot shows the 'Administration' tab in the top navigation bar. Below the navigation bar, there are buttons for 'Administration' and 'View Instructions (PDF)'. The main content area has three sections: 'Staff Download - Create Template File', 'Staff Upload - Select File to Import' (with a green checkmark), and 'Staff Upload - File Processing'. Below these sections, a message states: 'Upload and processing complete. Next, review the changes and check for errors. To complete the process click "Apply Changes".' At the bottom, there are three buttons: 'Download File Upload Report' (with an info icon), 'Apply Changes' (with a green checkmark and highlighted by a red box), and 'Cancel Changes'.

You will receive a notification of completion.

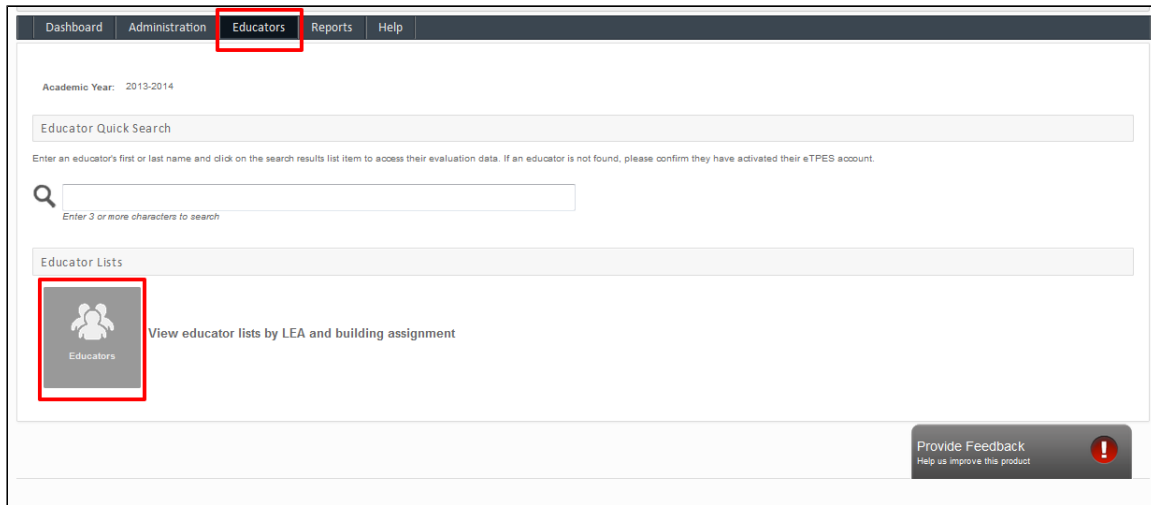


The screenshot shows the same 'Administration' tab interface as before, but with a modal dialog box titled 'Import complete!' displayed in the center. The dialog box has an 'OK' button. The background interface is dimmed. At the bottom of the interface, a log of actions is visible: 'Staff Selection Sheet Staff Selection completed.', 'Help - Staff Selection Skipping Help - Staff Selection, it is a help sheet.', 'File processing complete.', 'Starting application of 4 changes.', 'Starting application of 1 changes.', 'Starting application of 2 changes.', 'Starting application of 4 changes.', 'Starting application of 1 changes.', 'Import complete.', and 'Updates committed.'

Now you will be able to access your roster by clicking on the **Educators** tab on the tool bar and clicking the **Educators** button, shown below.



! Users with a role of General Staff will not be evaluated in eTPES and do not display in the Educators lists.




The screenshot shows the eTPES interface with the 'Educators' tab selected in the top navigation bar. Below the navigation bar, the 'Academic Year' is set to '2013-2014'. There is an 'Educator Quick Search' section with a search bar and a magnifying glass icon. Below the search bar, there is a text prompt: 'Enter an educator's first or last name and click on the search results list item to access their evaluation data. If an educator is not found, please confirm they have activated their eTPES account.' Below this, there is a section titled 'Educator Lists' with a sub-section 'View educator lists by LEA and building assignment'. A red box highlights the 'Educators' icon, which is a grey square with a white icon of three people. In the bottom right corner, there is a 'Provide Feedback' button with a red exclamation mark icon.

! Any user data that is uploaded to the eTPES system through this feature will be considered accurate and real data. Therefore, any upload for an LEA or building based import, MUST be comprehensive to avoid automated removal of staff that is not intended.

# Principal: SGM Ratings

---



Upload SGM ratings for Vendor Assessment, SLO/Other, and Shared Attribution from Excel File

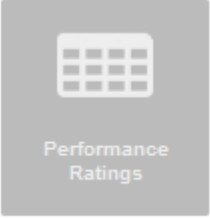
Available in a future version

The **SGM Ratings** icon will allow you to upload SGM ratings for Vendor Assessment, SLO/Other, and Shared Attribution from an Excel file.

This feature will be available in a future version of the eTPES system and the user guide will be updated accordingly.

# Principal: Performance Ratings

---



Upload performance ratings from Excel file

Available in a future version

The **Performance Ratings** icon will allow you to upload performance ratings from an Excel file.

This feature will be available in a future version of eTPES, and the user guide will be updated accordingly.

# Principal Evaluations Tab

The **Evaluations** tab will contain your personal OPES evaluation forms for the current academic year.

OHIO  
TPES  
TEACHER AND PRINCIPAL  
EVALUATION SYSTEM

6 | Sandy Sammons

Dashboard Administration **Evaluations** Educators Reports Help

Academic Year: 2013-2014  
LEA: Training District 4 (900004) ([change](#))  
Building: Training School 4 (700004) ([change](#))  
Educator: Sandy Sammons (TR0000004)

Evaluation Model: Principal (all electronic forms)  
Primary Evaluator: Michael Superintendent (TS0000004)  
Evaluators: Unassigned  
Your Access Level: Educator

Evaluation Forms

[Collapse All](#) [Expand All](#)

+ Optional Self-Assessment	Not Started
+ Step 1: Professional Growth and Improvement Plans	Not Started
+ Step 2: Formative Assessment, Observation and Examination of Artifacts	Not Started
+ Step 3: Performance Rating Rubric	Not Started
+ Step 4: Student Growth Measures (SGM)	Not Started
+ Step 5: Final Summative	Not Started
+ Evidence/Artifacts	Available

+ Add File

Provide Feedback  
Help us improve this product

The top section of the page will have your LEA and building information, your information, evaluation model, evaluator information, and your access level. It is important to review this information to ensure its accuracy.

The workflow shown in this section is for demonstration purposes and is based on the selection of all electronic forms. There are other options that may be selected by your Superintendent.

Academic Year: 2013-2014	Evaluation Model: Principal (all electronic forms)
LEA: Training District 4 (900004) ( <a href="#">change</a> )	Primary Evaluator: Michael Superintendent (TS0000004)
Building: Training School 4 (700004) ( <a href="#">change</a> )	Evaluators: Unassigned
Educator: Sandy Sammons (TR0000004)	Your Access Level: Educator

At the bottom of this page, you will be able to upload evidence and artifacts that you would like to have on record regarding your evaluations.

- Evidence/Artifacts	Available
+ Add File	

The following sections will walk you through the steps in the all electronic form workflow.

# Principal: Optional Self-Assessments

The first part of this workflow is the **Optional Self-Assessment** section.

You have the option to fill out one, both, or none of the listed self-assessment forms.

Optional Self-Assessment

Not Started

<div>Self-Assessment A</div> <div>Principal Only (Private)</div>	Status: Not Started <a>Show Details</a>	<div>Optional</div> <div>▶</div> <div>Start</div>
<div>Self-Assessment B</div> <div>Principal Only (Private)</div>	Status: Not Started <a>Show Details</a>	<div>Optional</div> <div>▶</div> <div>Start</div>

To begin completion of either of the self assessment forms, click **Start** next to the applicable form item.

If you choose to skip a self-assessment, click on the **Optional** button, next to the **Start** button, and a pop-up will appear as shown below.

Optional Self-Assessment

Not Started

<div>Self-Assessment A</div> <div>Principal Only (Private)</div>	<div>This item is optional and may be skipped. Please click Skip to verify or Cancel to return without changing the status.</div> <div><div>Skip</div><div>Cancel</div></div>	<div>Optional</div> <div>▶</div> <div>Start</div>
<div>Self-Assessment B</div> <div>Principal Only (Private)</div>		<div>Optional</div> <div>▶</div> <div>Start</div>

Click **Skip** to confirm. If you choose not to fill out either of the forms, you will need to complete this step for both forms.

⚠

If you accidentally skip a form, you may reverse the action by clicking the Restore button and confirming that you want to restart the process for the form.

## Self-Assessment A

If you chose to fill out **Self-Assessment A**, click start and that form will appear.

The top part of the page will allow you to return to the evaluation workflow page when you click on the **Evaluation** button at the top left of the screen.

On the right side of the page, you will have access to **Suggested Guidelines** as well as the option to **Print to PDF**.

Evaluation Form for Catherine Hiltner (TR0000061)

Evaluations

Principal Self-Assessment Form A

Suggested Guideline(s) PRINT TO PDF

Instructions: Read each standard element (specific statements of knowledge, skills or performance) and choose the response that most accurately represents your performance.

*NOTE: This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete but will not be able to view or edit the form.*



This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete, but will not be able to view or edit the form.

Below is a view of Standard 1: Continuous Improvement. You will see the description of the standard as well as an essential question that complements the standard.

You will then see a series of questions related to the standard.

You will mark each question as:

- Never
- Rarely
- Sometimes
- Frequently
- Always

You also have the ability to clear the selection completely by clicking on the **clear selection** link next to the choices.

### Standard 1: Continuous Improvement

*Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.*

**ESSENTIAL QUESTION:** Do you lead the change process for continuous improvement?  
Consider each of the statements below. Choose the response that most accurately represents your performance.

1.1 I identify and include stakeholders in the process of developing a shared vision.

☐ Never ☐ Rarely ☐ Sometimes ☒ Frequently ☐ Always [clear selection](#)

1.2 I implement a process for the development of a shared vision.

☐ Never ☐ Rarely ☐ Sometimes ☐ Frequently ☒ Always [clear selection](#)

1.3 I remain focused on the vision through difficulties, setbacks and failures.

☐ Never ☐ Rarely ☐ Sometimes ☒ Frequently ☐ Always [clear selection](#)

1.4 I identify goal areas that promote high levels of achievement for all students and staff.

☐ Never ☐ Rarely ☐ Sometimes ☒ Frequently ☐ Always [clear selection](#)

1.5 I focus attention on established goals.

☐ Never ☐ Rarely ☐ Sometimes ☐ Frequently ☒ Always [clear selection](#)

1.6 I communicate the expectation of high learning and achievement for all students.

☐ Never ☐ Rarely ☐ Sometimes ☒ Frequently ☐ Always [clear selection](#)

1.7 I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.

☐ Never ☐ Rarely ☐ Sometimes ☐ Frequently ☒ Always [clear selection](#)

1.8 I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.

☐ Never ☐ Rarely ☐ Sometimes ☒ Frequently ☐ Always [clear selection](#)

The next four standards will follow the same format as Standard 1.

### Standard 2: Instruction

*Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.*

**ESSENTIAL QUESTION:** Are you the instructional leader for the school?  
Consider each of the statements below. Choose the response that most accurately represents your performance.

### Standard 3: School Operations, Resources and Learning Environment

*Principals allocate resources and manage school operations to ensure a safe and productive learning environment.*

**ESSENTIAL QUESTION:** Do you act to create and ensure a nurturing, safe school environment?  
Consider each of the statements below. Choose the response that most accurately represents your performance.

### Standard 4: Collaboration

*Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.*


**ESSENTIAL QUESTION:** Do you share leadership and promote a collaborative learning culture?  
Consider each of the statements below. Choose the response that most accurately represents your performance.

### Standard 5: Parents and Community Engagement

*Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.*

**ESSENTIAL QUESTION:** Do you involve and engage parents and community in the school?  
Consider each of the statements below. Choose the response that most accurately represents your performance.

Upon completion of the standards, complete the form by entering your PIN, which can be viewed on your **User Settings** page or by clicking on the **Forgot your PIN?** link.

 When completing the self- assessment forms, not all standards are required for the form to be completed.

You can return to the **Evaluations** workflow page by clicking on the **Evaluation** button at the bottom left side of the screen.

*This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete but will not be able to view or edit the form.*

PIN Completion


Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

Complete Form

[Forgot your PIN number?](#)

Evaluator has no access to this form

 Evaluations



## Self-Assessment B

If you chose to skip Self-Assessment A, you have a second option, **Self-Assessment B**. To begin, click start and that form will appear.

The top part of the page will allow you to return to the evaluation workflow page when you click on the **Evaluation** button at the top left of the screen.

On the right side of the page, you will have access to **Suggested Guidelines** as well as the option to **Print to PDF**.

Evaluation Form for Catherine Hiltner (TR0000061)

Evaluations

Principal Self-Assessment Form B

Suggested Guideline(s) PRINT TO PDF

Instructions: Read each element within the standard to determine whether this standard is an area of strength or an area of growth. Record evidence to support your overall rating for each standard in the space provided. Then look at the standards holistically, and identify two priorities (two standard areas) for the coming year.

NOTE: This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete but will not be able to view or edit the form.

This form has five standards for the self-assessment which request that you indicate whether each sub-standard is an **Area of Strength** or an **Area of Growth**. To clear the selection, click on the **clear selection** link next to each choice.

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

1.1 Articulation and realization of a shared vision of continuous improvement.

☒ Area of Strength

☐ Area of Growth

clear selection

1.2 Process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

☒ Area of Strength

☐ Area of Growth

clear selection

1.3 Leading the change process.

☐ Area of Strength

☒ Area of Growth

clear selection

1.4 Anticipating, monitoring and responding to educational developments that affect schools issues and environment.

☒ Area of Strength

☐ Area of Growth

clear selection

1.5 Evidence to support rating:

Here is the evidence supporting my rating

Each subsequent standard will be assessed in the same format.

Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

### Standard 3: School Operations, Resources and Learning Environment

*Principals allocate resources and manage school operations to ensure a safe and productive learning environment.*

### Standard 4: Collaboration

*Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.*

### Standard 5: Parents and Community Engagement

*Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.*

At the bottom of this self-assessment, you have priorities in which you will select two standards that are your priorities for the upcoming year.

#### 6. Priorities

6.1 Identify two priorities (two standards) for the upcoming year:

- ☐ Standard 1: Continuous Improvement
- ☒ Standard 2: Instruction
- ☐ Standard 3: School Operations, Resources and Learning Environment
- ☐ Standard 4: Collaboration
- ☐ Standard 5: Parents and Community Engagement

Upon completion of each standard, you will need to complete the form by entering your PIN, which can be viewed on your **User Settings** page or by clicking on the **Forgot your PIN?** link.

*This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete but will not be able to view or edit the form.*


#### PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

[Forgot your PIN number?](#)


*Evaluator has no access to this form*

 Evaluations

You can return to the **Evaluations** workflow page by clicking on the **Evaluation** button at the bottom left side of the screen.

# Principal Step 1: Professional Growth and Improvement Plans

Step 1 of the demonstrated workflow is **Professional Growth and Improvement Plans**.



One of the following plans is required:

- Professional Growth Plan
- Improvement Plan

If the educator is on a **Professional Growth Plan**, then that form is required and the other two forms can be skipped. If a educator is on an **Improvement Plan**, then that form is required.

The **Professional Growth Plan** can then be skipped by clicking **Optional**, next to the **Start** button.

The **Improvement Plan: Evaluation of Plan** will be completed later in the year, only if the educator is on the **Improvement Plan**.

As shown below, the **Professional Growth Plan** has an **Optional** button that will allow you to skip the form if you are on the **Improvement Plan**.

The **Improvement Plan** and the **Improvement Plan: Evaluation of Plan** are locked to you initially. These forms will be available to you once your evaluator has completed them. The evaluator should skip these forms if you are not on an Improvement Plan.

Step 1: Professional Growth and Improvement Plans		Not Started
<div>Professional Growth Plan</div> <div>Open to Both, No Completion Order</div>	Status: Not Started <a href="#">Show Details</a>	<div>Optional</div> <div>▶</div> <div>Start</div>
<div>Improvement Plan</div> <div>Evaluator First, Principal Closes</div>	Status: Not Started <a href="#">Show Details</a>	<div>🔒</div> <div>Locked</div>
<div>Improvement Plan: Evaluation of Plan</div> <div>Evaluator First, Principal Closes</div>	Status: Not Started <a href="#">Show Details</a>	<div>🔒</div> <div>Locked</div>

If you are able to skip the optional **Professional Growth Plan** form, based on which plan you are on, click on the **Optional** button and a pop-up will appear as shown below. Click on **Skip** to indicate your choice.

Step 1: Professional Growth and Improvement Plans		Not Started
<div>Professional Growth Plan</div> <div>Open to Both, No Completion Order</div>	<div>This item is optional and may be skipped. Please click Skip to verify or Cancel to return without changing the status.</div> <div>Skip</div> <div>Cancel</div>	<div>Optional</div> <div>▶</div> <div>Start</div>
<div>Improvement Plan</div> <div>Evaluator First, Principal Closes</div>		<div>🔒</div> <div>Locked</div>
<div>Improvement Plan: Evaluation of Plan</div> <div>Evaluator First, Principal Closes</div>		<div>🔒</div> <div>Locked</div>

# Principal: Professional Growth Plan

If you are on the **Professional Growth Plan**, click on **Start** and you will be directed to the page below. At the top of the page, you will see an Evaluations button that will direct you back to your evaluation page. You will also have **Suggested Guidelines** and the option to **Print to PDF** on the right side of the screen.

Evaluation Form for Jane Principal (TR0000001)

✖ Evaluations

Suggested Guideline(s)

🖨️ PRINT TO PDF

[VIEW COMMENTS](#)

Instructions: As a result of the evaluation process, principals and evaluators should focus on accelerating and continuing principal growth through professional development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her goal areas as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

**Annual Focus**  
Areas may be selected and addressed by the evaluator as appropriate for this principal.

**NOTE:** This form is editable by the Principal and Evaluator. The Principal must complete the form first. Upon Principal completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Principal will be notified.

	ANNUAL FOCUS These are addressed by the evaluator as appropriate for this principal	DATE Record dates when discussed	AREAS FOR PROFESSIONAL GROWTH Supports Needed, Resources and Professional Development Evaluator's comments during conference with principal and appropriate to the needs of the principal.
1. GOAL 1: Student Achievement/ Outcomes for Students 1.1 Goal Statement			
1.2 Evidence Indicators			
2. GOAL 2: Proficiency on Ohio Standards for Principals 2.1 Goal Statement			
2.2 Evidence Indicators			

To complete the form, fill in each of the sections under the goal listed.

⚠️

This form is editable by the Principal and Evaluator. The Principal must complete the form first. Upon Principal completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Principal will be notified.

Evaluation Form for Jane Principal (TR0000001)

Principal Professional Growth Plan Suggested Guideline(s) [PRINT TO PDF](#)

[VIEW COMMENTS](#)

Instructions: As a result of the evaluation process, principals and evaluators should focus on accelerating and continuing principal growth through professional development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her goal areas as identified in the principals' evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

**Annual Focus**  
Areas may be selected and addressed by the evaluator as appropriate for this principal.

**NOTE:** This form is editable by the Principal and Evaluator. The Principal must complete the form first. Upon Principal completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Principal will be notified.

	ANNUAL FOCUS These are addressed by the evaluator as appropriate for this principal	DATE Record dates when discussed	AREA 8 FOR PROFESSIONAL GROWTH Supports Needed, Resources and Professional Development Evaluator's comments during conference with principal and appropriate to the needs of the principal.
1. GOAL 1: Student Achievement/ Outcomes for Students 1.1 Goal Statement			
1.2 Evidence Indicators			
2. GOAL 2: Proficiency on Ohio Standards for Principals 2.1 Goal Statement			
2.2 Evidence Indicators			

To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link, shown below.

**NOTE:** This form is editable by the Principal and Evaluator. The Principal must complete the form first. Upon Principal completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Principal will be notified.

Entering your PIN # below verifies the principal and evaluator have discussed and agreed upon this Growth Plan.

PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:


[Forgot your PIN number?](#)

Evaluator has not completed the form

COMMENTS

[ADD A COMMENT...](#)

**Jane Principal**  
(08/29/2013 02:08:41 PM)



Your comments to assist in communicating with your evaluator.



You also have the ability to add comments to the form. These comments are not meant to be a part of the evaluation record, rather a way for you to communicate efficiently with your evaluator regarding the forms.

## Principal: Improvement Plan

If you are on the **Improvement Plan**, it will be locked until the Primary Evaluator completes the the form.


 Improvement Plan Evaluator First, Principal Closes	Status: Not Started <a href="#">Show Details</a>	 Locked
---	---	--

Once the evaluator has completed the Improvement Plan form, it will become accessible to you. Click on **Continue** to view the form.

 Improvement Plan Evaluator First, Principal Closes	Status: Not Started <a href="#">Show Details</a>	 Locked
---	---	--

When you view the Improvement Plan, the evaluator's comments will be in read only format. You will only be able to review the comments made by the evaluator.

### Evaluation Form for Jane Principal (TR0000001)

 Evaluations

Principal Improvement Plan

PRINT TO PDF

[VIEW COMMENTS](#)

**Instructions:** An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or their overall performance is scored as ineffective. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

**NOTE:** This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

#### 1. Improvement Statement

List specific areas for improvement as related to the Ohio Standards for the Principals. Attach documentation.

1.1 Performance standard(s) addressed in this plan:\*

Add notes regarding the standards addressed in this plan

1.2 Date(s) improvement area or concern observed:\*

What are the dates that these specific improvement areas or concerns were observed?

1.3 Specific statement of the concern: Areas of improvement:\*

What are the areas of improvement?

## 2. Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

### 2.1 List Goals:\*

[List of Goals](#)

### 2.2 Level of Performance: Specifically describe successful improvement target(s):\*

[Level of Performance details.](#)

### 2.3 Beginning Dates:\*

[Beginning Dates](#)

### 2.4 Ending Dates:\*

[Ending Dates](#)

## 3. Specific Plan of Action

Describe in detail specific plans of action that must be taken by the Principal to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

### 3.1 Actions to be taken:\*

[actions to be taken](#)

### 3.2 Sources of evidence that will be examined:\*

[sources of evidence](#)

## 4. Assistance and Professional Development

### 4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development:\*

[specific supports that are provided.](#)

## 5. Dates

### 5.1 Date of Improvement Plan conference:\*

9/18/2013

At the bottom of the form, you will have the opportunity to complete the form by entering your PIN.

I have reviewed this evaluation and discussed it with my evaluator. Entering my PIN # below indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

The evaluator's PIN # on this form verifies that the proper procedures, as detailed in the local contract, have been followed.

### PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

[Complete Form](#)

[Forgot your PIN number?](#)

Evaluator has completed this form

### COMMENTS

[ADD A COMMENT.](#)

Jane  
Superintendent  
(9/10/2013  
11:31:40 AM)

actions to be taken



Evaluations

You will also be able to add any of your own comments in the comments section at the very bottom of the page.







## Principal: Improvement Plan- Evaluation of Plan

The **Evaluation of the Improvement Plan** is a form that will be locked to the Principal until their Primary Evaluator completes the form.

 Improvement Plan: Evaluation of Plan Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	 Locked
---	---	--


Once you have completed your **Improvement Plan** you will see that its status is now **completed** and you are able to view the form.

Below the Improvement Plan, is the Evaluation of Plan. Click on **Continue** to access and complete the form.


 Improvement Plan Evaluator First, Principal Closes	Status: Completed <a href="#">Show Details</a>	 View
 Improvement Plan: Evaluation of Plan Evaluator First, Principal Closes	Status: In Progress <a href="#">Show Details</a>	 Continue

When you continue to the Evaluation Form, you will be able to view the evaluator's comments in read only format.

### Evaluation Form for Jane Principal (TR0000001)

 Evaluations

Principal Improvement Plan: Evaluation of Plan

Suggested Guideline(s) PRINT TO PDF

[VIEW COMMENTS](#)

**Instructions:** This form will be filled-out by the Evaluator at the end of the time specified in the Improvement Plan. The Evaluator will review the Improvement Plan with the Teacher and determine which action is appropriate. The Evaluator should provide justification for his/her recommendation for action and attach evidence in the space provided.

**NOTE:** This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

#### 1. Improvement Plan

1.1 This Evaluation refers to the Improvement Plan Conference dated: \*  
9/26/2013

#### 2. Justification for recommendation

2.1 Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. \*  
[Justification for recommendation](#)

#### 3. Recommendation

3.1 The improvement plan has been evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken: \*  
[Improvement is demonstrated and performance standards are met to a satisfactory level of performance.](#)

3.2 If Improvement Plan is to be continued for a specific time, enter dates below:  
n/a

The form will also record the conference dates that the form was discussed.

When you have reviewed the evaluation and discussed it with your evaluator, you will enter your PIN to complete the form.

**4. Conference Date**

4.1 Evaluation of Improvement Plan conference date:\*

9/27/2013

*I have reviewed this evaluation and discussed it with my evaluator. Entering my PIN # below indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

*The evaluator's PIN # on this form verifies that the proper procedures, as detailed in the local contract, have been followed.*

**Note**

*This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.*

PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

Complete Form

[Forgot your PIN number?](#)

Evaluator has completed this form

**COMMENTS**

ADD A COMMENT...





Jane  
Superintendent

add a comment here to communicate more effectively with the educator.

You have the ability to add any comments to facilitate communication with your evaluator as well as see any comments your evaluator made on the form.

## Principal Step 2: Formative Assessment, Observation and Examination of Artifacts

The Formal and Informal Assessments will be unlocked once the primary evaluator begins a new observation. Until the new observation is added, these items will be locked to the Principal

Step 2: Formative Assessment, Observation and Examination of Artifacts		Not Started
 	Formal Observation/Examination of Artifacts Evaluator First, Principal Closes	Status: Not Started <a href="#">Show Details</a>
 	Informal Observation Evaluator First, Principal Closes	Status: Not Started <a href="#">Show Details</a>


### Formal Observation

Once the Evaluator completes a Formal Observation, click **Continue** to access and complete the form.

 	Formal Observation/Examination of Artifacts Completion Process: Evaluator First, Principal Closes	Status: In Progress <a href="#">Show Details</a>	 Continue
---	--	---	--


The Formal Observation will show you the notes given to each standard by the evaluator, similar to the image show below.

Evaluation Form for Jane Principal (TR0000001)

 Evaluations

Principal Formal Observation/Examination of Artifacts

Suggested Guideline(s)

 PRINT TO PDF

[VIEW COMMENTS](#)

**Instructions:** This form may be used by the evaluator to document evidence of progress against specific goals. If the form is used to support observation of the principal by the evaluator, the purpose and context for the observation may be identified in advance. The form is intended to be used to promote discussion as well as document evidence of progress or lack of progress toward the accomplishment of stated goals (Goal Areas 1 and 2), and may provide documentation to inform the Summative Evaluation.

**NOTE:** This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

### Standard 1: Continuous Improvement

1.1 Goal focus?

Yes

1.2 Context of observation or focus of artifacts:

notes

1.3 Evidence gathered from observation or description of impact of artifacts as evidence of progress:

notes

1.4 Feedback:

notes

Scroll past each standard and at the bottom of the form, there is an optional Principal Response section that is available to be filled out.

6. Principal Response (optional)

---

---

*NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.*

To complete the form, enter your PIN and click on the **Complete Form** button.

PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

Complete Form


[Forgot your PIN number?](#)

Evaluator has completed this form

COMMENTS

ADD A COMMENT...

No Comments Entered

 Evaluations

At the bottom of the page, there is the ability to add a comment to facilitate communication between you and your evaluator.

## Informal Observation

Once the Evaluator completes an Informal Observation, click **Continue** to access and complete the form.



Informal Observation

Completion Process: Evaluator First, Principal Closes

Status: In Progress


[Show Details](#)



Continue

The Informal Observation will show you the notes given by the evaluator in read only format, similar to the image show below.

Principal Informal Observation

Suggested Guideline(s) PRINT TO PDF

[VIEW COMMENTS](#)

**Instructions:** This form serves as a record of an informal walkthrough by the Principal's Evaluator. This record, along with records of additional observations, will be used to inform the summative evaluation of the Principal.

**NOTE:** This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

1. Observation Information

1.1 Date of walkthrough:\*

9/19/2013

1.2 Beginning time:\*

9:00 AM

1.3 Ending time:\*

10:00 AM

2. Observations

notes

3. Evaluator Summary Comments

notes

Note

This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

To complete the form, enter your PIN and click on the **Complete Form** button.

PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.

Principal PIN:

Complete Form


[Forgot your PIN number?](#)

*Evaluator has completed this form*

COMMENTS

ADD A COMMENT...

No Comments Entered

 Evaluations

At the bottom of the page, there is the ability to add a comment to facilitate communication between you and your evaluator.

## Principal Step 3: Performance Rating Rubric

As each step in the evaluation process is completed, the system will indicate completion by collapsing each step and showing a green check mark as shown below.

The **Performance Rating Rubric** will be locked to the Principal until their Primary Evaluator completes the form.

Dashboard	Administration	Evaluations	Educators	Reports	Help
-----------	----------------	-------------	-----------	---------	------

Academic Year: 2013-2014

LEA: Training District 1 (900001) [\(change\)](#)

Building: Training School 1 (700001) [\(change\)](#)

Educator: Jane Principal (TR0000001)

Evaluation Model: Principal (all electronic forms)

Primary Evaluator: Jane Superintendent (TS0000001)

Evaluators: Unassigned

Your Access Level: Educator

Evaluation Forms

[Collapse All](#) [Expand All](#)

+ Optional Self-Assessment

+ Step 1: Professional Growth and Improvement Plans

+ Step 2: Formative Assessment, Observation and Examination of Artifacts

- Step 3: Performance Rating Rubric

Performance Rating Rubric  
Evaluator First, Principal Closes

Status: Not Started  
[Show Details](#)

Completed

Completed

Completed

Not Started

Locked

Once the evaluator fills out the **Performance Rubric Rating Rubric** and completes it, the system will mark it as **In Progress** and you will have the ability to continue the completion process. Click **Continue** to complete the form.

- Step 3: Performance Rating Rubric

In Progress

Performance Rating Rubric  
Evaluator First, Principal Closes

Status: In Progress  
[Show Details](#)

Continue

The Performance Rating Rubric will show you each standard and what the rating is for each indicator within that standard. Not all standards have to be rated, those that are rated will turn orange to indicate that.

Principal Performance Rating Rubric

Suggested Guideline(s)

PRINT TO PDF

VIEW COMMENTS

Instructions: Choose the rating level that best describes, on balance, the principal's performance for each element. If evidence for an element is not observed, leave that element blank. Complete after further discussion or evidence collection. Ratings at each performance level above "Developing" include behaviors required at all lower rating levels. The *Principal Performance Rating Rubric* is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best overall description of the principal.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

STANDARD 1: CONTINUOUS IMPROVEMENT

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

	Ineffective	Developing	Skilled	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The Principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year.  Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers' professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff.  Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers' professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement.  Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning.  Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.  Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school communication.  Principal facilitates a diverse group of stakeholders to implement changes needed to improved student learning.
1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
1.5 Evidence				

STANDARD 1: SUMMARY

1.6 Please specify the overall rating for this standard: \*

Skilled

At the bottom of each standard, there will be a section for the evaluator to enter evidence as well as a summary overall rating for each standard.

As you scroll down the page you will see each of the standards and a summary with an overall rating. At the bottom of the page, enter your PIN to complete the form.

This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.


PIN Completion

Enter Principal PIN below and click "Complete Form" to confirm.  
  
Principal PIN:   
  
  
  
[Forgot your PIN number?](#)


Evaluator has completed this form

COMMENTS

ADD A COMMENT...

Jane Principal  
(09/10/2013 03:32:46 PM)  


add comment

 Evaluations

You have the ability to add comments to facilitate communication with your evaluator as well.



## Principal Step 4: Student Growth Measures (SGM)

---

The Student Growth Measures are features that will be available in the Spring of 2014.

Training for these features will begin in February 2014.

Step 4: Student Growth Measures (SGM)		Not Started
 SGM Educator Ratings Worksheet	Status: Not Started	Available Spring 2014

## Principal Step 5: Final Summative

---

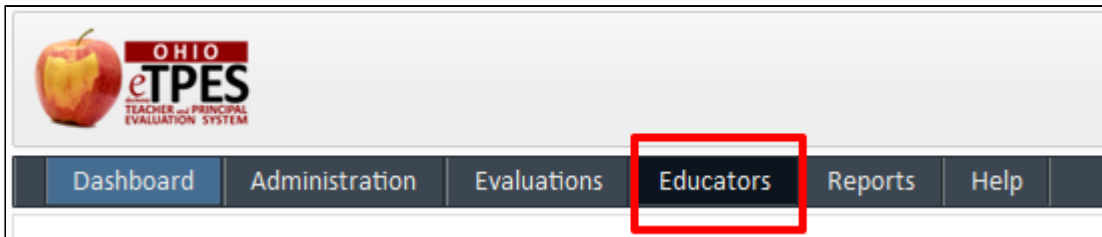
The Final Summative Rating of Principal Effectiveness is a feature that will be available in the Spring of 2014.

Training for these features will begin in February 2014.

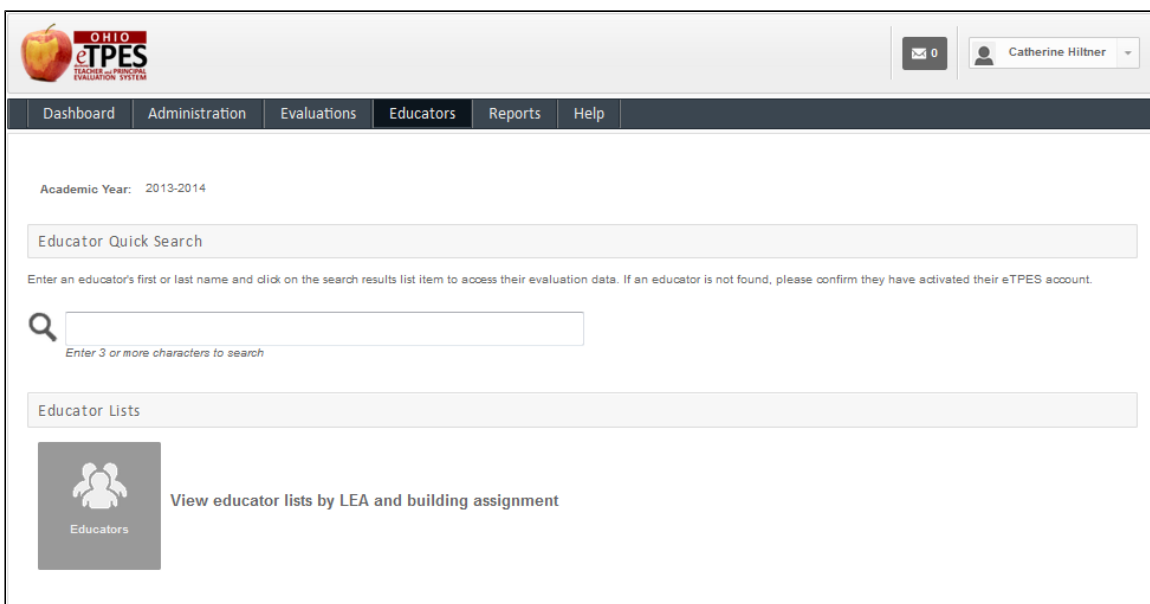
Step 5: Final Summative		Not Started
 Final Summative Rating of Principal Effectiveness	Status: Not Started <a href="#">Show Details</a>	Available Spring 2014

# Principal Educators Tab

After you have completed your **Staff Import**, you will be able to view your educators from the **Educators** tab.



On the **Educators** tab, you can either search for a specific educator, or click on the **Educators** icon, shown below, and view a list of your educators and building assignments.



At the top of the page, you will see the academic year, LEA and Building information.

For each educator listed, you will see their:

- **State ID**
- **Last Name**
- **First Name**
- **Evaluation Type**
- **Percent Completion** (for the evaluation)

To the right of each listed name there will either be an **Edit** link or a **View** link. If you are the Primary Evaluator, you will be able to edit the the teacher's record and conduct evaluations on the teacher. If you are not listed as the Primary Evaluator, you will only have to ability to view the teacher's evaluation forms when they are completed.

Educator Search

Academic Year: 2013-2014

LEA: Training District 1 (900001) ([change](#))

Building: Training School 1 (700001) ([change](#))

Click on View or Edit in the list below to access the staff evaluation data. NOTE: Only credentialed and approved evaluators can edit forms for their assigned educator(s).

Educators at Training School 1 (700001)

Show 10

Search:

					First	Previous	1	Next	Last
State ID	Last Name	First Name	Evaluation Type	Percent Complete					
MT0000001	Teacher	Mary	Teacher (all electronic forms)	0					Edit
RT0000001	Teacher	Robert	Teacher (all electronic forms)	0					Edit

Show 10

Showing 1 to 2 of 2 entries

First

Previous

1

Next

Last

Evaluators: If you are missing an educator in this list, please ask your Superintendent/Designee or Principal to verify the educator account has been activated and you are assigned as an evaluator for that individual.

Provide Feedback

Help us improve this product

For the example shown above, the Principal is the primary evaluator for both of the listed teachers and therefore can **Edit** both of the teachers' records.

## Principal: Edit Educator

If you are the selected Primary evaluator for an educator, you will have the option to edit their evaluation forms. When you click the **Edit** link, you will be directed to that educator's **Evaluation** page.

The top section of the page will have LEA and building information, evaluation model, evaluator information and your access level. It is important to review this information to ensure its accuracy.

The workflow shown in this section is for demonstration purposes and is based on the selection of all electronic forms. There are other options that may be selected by the Superintendent.


<a href="#">Educator Search</a>		<a href="#">Building Educators</a>	
Academic Year: 2013-2014		Evaluation Model: Teacher (all electronic forms)	
LEA: Training District 1 (900001) ( <a href="#">change</a> )		Primary Evaluator: Jane Principal	
Building: Training School 1 (700001) ( <a href="#">change</a> )		Evaluators:	
Teacher: Mary Teacher (MT0000001)		Your Access Level: Evaluator	

At the bottom of this page, you can upload evidence and artifacts to have on record regarding the evaluations.

- Evidence/Artifacts		Available
<a href="#">+ Add File</a>		

The following sections will address the steps that are related the Option 1 workflow which includes all electronic forms and is the OTES model only.

### Changing the Evaluators

 The following roles have the ability to modify the Primary and Secondary Evaluators assigned to an educator in their LEA/Building:


- Superintendent
- Superintendent Designee
- HR Administrator
- Principal

The Principal will only have access to the building for which they have the Principal permission for updating evaluators. They will not be able to update the evaluator(s) assigned to their own OPES evaluation.

At the top of the **Evaluation** page, you will see the evaluation information for that educator, including their Primary and Secondary Evaluators listed. In the screenshots below, Jane Superintendent is listed as the current Primary Evaluator, while the Secondary Evaluator is unassigned. To change the Primary Evaluator to another evaluator, click on the **change** link, outlined in red below. To change or add a Secondary Evaluator, click on the **change** link next to the assigned Secondary Evaluators.


 You must select at least one Primary Evaluator per educator.

A pop-up will appear listing the LEA-approved evaluators. To make the changes, click the checkbox next to the new evaluator and then click **Apply**.

 The list will only include LEA-approved evaluators for the building that the teacher or educator is located.

Now, listed as the Primary Evaluator, is Donna Evaluator. **Your Access Level** shows that Jane Superintendent can only view the record.

In selecting the Secondary Evaluator, perform the same actions in selecting the Primary Evaluator. To save the changes to your selection, click **Apply**.

 You are able to select more than one Secondary Evaluator per educator using the checkboxes next to the names listed. You may remove a currently assigned secondary evaluator by removing the check next to the evaluator's name.

Evaluation Model: Teacher (all electronic forms)

Primary Evaluator: Erin McCloud (TR0000081) (ed

### Change Secondary Evaluator(s)

Select LEA approved evaluators to be the Secondary Evaluators:

Superintendent, Jane (TS0000081) Training District 24   Superintendent	<input type="checkbox"/>
---	--------------------------

[Cancel](#) [Apply](#)

[Show Details](#)

Donna Evaluator is now listed as the Primary Evaluator. **Your Access Level** shows that Jane Superintendent can only view this record.

Educator Search

Building Educators

Academic Year: 2013-2014  
LEA: Demonstration District 1 (000001) (change)  
Building: School A (000010) (change)  
Educator: Joe Principal (ZZ1272876)

Evaluation Model: Principal (all electronic forms)  
Primary Evaluator: Donna Evaluator (ZZ2200983) (change)  
Evaluators: Unassigned  
Your Access Level: View Only

Evaluation Forms

[Collapse All](#)
[Expand All](#)

Optional Self-Assessment

Not Started

Self-Assessment A

Principal Only (Private)

Status: Not Started

Show Details

Locked

Self-Assessment B

Principal Only (Private)

Status: Not Started

Show Details

Locked

Step 1: Professional Growth and Improvement Plans

Not Started

Professional Growth Plan

Principal First, Evaluator Closes

Status: Not Started

Show Details

Locked

Improvement Plan

Evaluator First, Principal Closes

Status: Not Started

Show Details

Locked

Improvement Plan: Evaluation of Plan

Evaluator First, Principal Closes

Status: Not Started

Show Details

Locked

When you return to the list of educators, the record for Joe Principal has changed to view. To change the record for another educator, click on **View** as shown below.

Educators at School A (000010)

Show 10

Search:

[First](#) [Previous](#) **1** [Next](#) [Last](#)

State ID	Last Name	First Name	Evaluation Type	Percent Complete	
ZZ1272876	Principal	Joe	Principal (all electronic forms)	0	<a href="#">View</a>
ZZ6085183	Teacher	Karen	Teacher (all electronic forms)	0	<a href="#">View</a>
ZZ6995484	Teacher	Mark	Teacher (all electronic forms)	0	<a href="#">View</a>
ZZ4120687	Teacher	Robert	Teacher (all electronic forms)	0	<a href="#">View</a>
ZZ1147713	Teacher	Sally	Teacher (all electronic forms)	0	<a href="#">View</a>

Show 10

Showing 1 to 5 of 5 entries

[First](#) [Previous](#) **1** [Next](#) [Last](#)

Evaluators: If you are missing an educator in this list, please ask your Superintendent/Designee or Principal to verify the educator account has been activated and you are assigned as an evaluator for that individual.

For Karen Teacher, the **Primary Evaluator** is **Unassigned**. Click on the **change** link and a pop-up would appear with a list of approved evaluators.



Academic Year:	2013-2014	Evaluation Model:	Teacher (all electronic forms)
LEA:	Demonstration District 1 (000001) (change)	Primary Evaluator:	Unassigned (change)
Building:	School A (000010) (change)	Evaluators:	Unassigned
Educator:	Karen Teacher (ZZ6085183)	Your Access Level:	View Only

Evaluation Forms

[Collapse All](#)
[Expand All](#)

Optional Self-Assessment		Not Started
<b>Teacher Self-Assessment Summary Tool</b> Teacher Only (Private)	Status: Not Started <a href="#">Show Details</a>	Locked
Step 1: Professional Growth and Improvement Plans		Not Started
<b>Professional Growth Plan</b> Teacher First, Evaluator Closes	Status: Not Started <a href="#">Show Details</a>	Locked
<b>Improvement Plan</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	Locked
<b>Improvement Plan: Evaluation of Plan</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	Locked

Select the evaluator you would like to assign as the **Primary Evaluator** and then click **Apply**.

The list will only include the LEA-approved evaluators for the building that the teacher or educator is located.

Evaluation Model: Teacher (all electronic forms)

Primary Evaluator: Unassigned (change)

Assign Primary Evaluator

Select one LEA approved evaluator to be the primary evaluator:

Evaluator, Donna (ZZ2200983)  
School A | Evaluator

Principal, Joe (ZZ1272876)  
School A | Principal

Superintendent, Jane (ZZ4877821)  
Demonstration District 1 | Practice Superintendent

Cancel

Apply

Now the record will reflect the changes made.

Academic Year: 2013-2014

LEA: Demonstration District 1 (000001) ([change](#))

Building: School A (000010) ([change](#))

Educator: Karen Teacher (ZZ6085183)

Evaluation Model: Teacher (all electronic forms)

Primary Evaluator: Donna Evaluator (ZZ2200983) ([change](#))

Evaluators: Unassigned

Your Access Level: *View Only*

## Evaluation Forms

[Collapse All](#) [Expand All](#)

### Optional Self-Assessment

Not Started



Teacher Self-Assessment Summary Tool  
Teacher Only (Private)

Status: Not Started  
[Show Details](#)



Locked

### Step 1: Professional Growth and Improvement Plans

Not Started



Professional Growth Plan  
Teacher First, Evaluator Closes

Status: Not Started  
[Show Details](#)



Locked



Improvement Plan  
Evaluator First, Teacher Closes

Status: Not Started  
[Show Details](#)



Locked





Improvement Plan: Evaluation of Plan  
Evaluator First, Teacher Closes

Status: Not Started  
[Show Details](#)



Locked

# Evaluator View of Teacher Self-Assessment


Optional Self-Assessment		Not Started
 Teacher Self-Assessment Summary Tool Teacher Only (Private)	Status: Not Started <a href="#">Show Details</a>	 Locked



This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete, but will not be able to view or edit the form.

# Evaluator View of Teacher's Step 1: Professional Growth and Improvement Plans

Step 1 of the demonstrated workflow is **Professional Growth and Improvement Plans**.



One of the following plans are required:

- **Professional Growth Plan**
- **Improvement Plan**

If the teacher is on a **Professional Growth Plan**, then that form is required and the **Improvement Plan** forms can be skipped by the evaluator. If the teacher is on the **Improvement Plan**, then those forms are required. The teacher can skip the **Professional Growth Plan** by clicking **Optional**, next to the **Start** button.

The **Improvement Plan: Evaluation of Plan** will be filled out later in the year only if the teacher is on the **Improvement Plan**.

As shown below, the **Professional Growth Plan** has an **Optional** button that can be skipped if the educator is on on the **Improvement Plan**.

The **Improvement Plan** and the **Improvement Plan: Evaluation of Plan** is locked initially to the teacher. These forms will be available to the teacher, once the evaluator, has completed them.

Step 1: Professional Growth and Improvement Plans		Not Started	
 Professional Growth Plan Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	Optional	<div><div></div>Start</div>
 Improvement Plan Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	Optional	<div><div></div>Start</div>
 Improvement Plan: Evaluation of Plan Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	Optional	<div><div></div>Start</div>

The following sections will explain each form in depth.

## Teacher Professional Growth Plan

The **Professional Growth Plan** form must be completed by the teacher first. The form will be locked for the evaluator until the teacher has completed the form. Upon teacher completion, the evaluator will be notified and have access to review/edit the form. Upon evaluator completion, the teacher will be notified.

The screenshot shows the 'Evaluators' tab in a web application. At the top, there are navigation tabs: Dashboard, Administration, Evaluations, Educators, Reports, and Help. Below these are buttons for 'Educator Search' and 'Building Educators'. The main content area displays metadata for the current evaluation: Academic Year (2013-2014), LEA (Training District 4), Building (Training School 4), and Educator (Robert Teacher). It also shows the Evaluation Model (Teacher), Primary Evaluator (Sandy Sammons), Secondary Evaluators (Unassigned), and the user's Access Level (Evaluator). Below this is a section titled 'Evaluation Forms' with links to 'Collapse All' and 'Expand All'. A table lists the forms: 'Optional Self-Assessment' (Not Started), 'Step 1: Professional Growth and Improvement Plans' (In Progress), 'Professional Growth Plan' (Not Started, Locked), 'Improvement Plan' (Not Started), and 'Improvement Plan: Evaluation of Plan' (Not Started). The 'Professional Growth Plan' row is highlighted with a red box around the 'Locked' button.

If the teacher is on a Professional Growth Plan, the Improvement Plan and Evaluation of Plan forms should be skipped by the evaluator. To skip the form, click on the **Optional** button then click on the **Skip** button. The forms can be restored if needed at a later time or skipped in error.

After the teacher has completed the **Professional Growth Plan**, click on **Continue** to open the form.

This screenshot shows the same interface as the previous one, but the 'Professional Growth Plan' form is now in 'In Progress' status. The 'Continue' button is highlighted with a red box. The 'Improvement Plan' and 'Improvement Plan: Evaluation of Plan' forms now show a status of 'Completed / Skipped' and have 'Restore' and 'Locked' buttons. The 'Optional Self-Assessment' form remains 'Not Started'.

At the top of the page, you will see an **Educator** button that will direct you back to the teacher's evaluation page. You will also have **Suggested Guidelines** and the option to **Print to PDF** on the right side of the screen.

Dashboard
Administration
Evaluations
Educators
Reports
Help

Evaluation Form for Robert Teacher (RT0000004)

Educator

Teacher Professional Growth Plan

Suggested Guideline(s)

PRINT TO PDF

VIEW COMMENTS

Instructions: The Growth Plan identifies goals based on student learning needs (student achievement/outcomes for students), and teacher performance on the standards (self-assessment and reflection). During the evaluation process, record the dates the teacher and evaluator review goals, identify evidence indicators, and discuss the supports needed to accelerate and continue teacher growth through professional development.

NOTE: This form is editable by the Teacher and Evaluator. The Teacher must complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Teacher will be notified.

When the form opens you will see the information entered by the teacher regarding their two goals and evidence. Enter comments regarding professional growth to support these goals in sections 2.3 and 2.6. In addition, enter the dates discussed in section 3.1.

1. Type of Growth Plan

1.1 Select the type of Growth Plan:\*

☒ Self-Directed
☐ Collaborative
[clear selection](#)

2. Annual Focus

These are addressed by the Evaluator as appropriate for this Teacher.

Goal 1 Area: Student Achievement/Outcomes for Students

2.1 Goal 1: Statement\*

Goal 1 Statement entered by teacher.

2.2 Goal 1: Evidence indicators\*

Goal 1 Evidence Indicators entered by teacher.

2.3 Goal 1: Areas for Professional Growth (Supports needed, resources, professional development)

Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.\*

Evaluator enters comments regarding Professional Growth for Goal 1.

Goal 2 Area: Teacher Performance on the Ohio Standards for the Teaching Profession

2.4 Goal 2: Statement\*

Goal 2 Statement entered by teacher.

2.5 Goal 2: Evidence indicators\*

Goal 2 Evidence Indicators entered by teacher.

2.6 Goal 2: Areas for Professional Growth (Supports needed, resources, professional development)

*Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.\**

Evaluator enters comments regarding Professional Growth for Goal 2.

3. Dates

3.1 Record dates when discussed:\*

9/18/13 and 10/9/13

To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link, shown below.

You also have the ability to add comments to the form. These comments are not meant to be a part of the evaluation record, rather a way for you to communicate efficiently with your evaluator regarding the forms.

Note

*This form is editable by the Teacher and Evaluator. The Teacher must complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Teacher will be notified.*

*Entering your PIN # below verifies the Teacher and Evaluator have discussed and agreed upon this Growth Plan.*

PIN Completion

Teacher has completed this form

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:


Complete Form

Forgot your PIN?

COMMENTS

ADD A COMMENT...

No Comments Entered

 Educator



Teacher Improvement Plan

The **Improvement Plan** form is editable by the evaluator only. Upon evaluator completion, the teacher will be notified and have access to view the form. After the teacher enters the PIN and clicks on the completion button, the evaluator will be notified.

If the teacher is on an Improvement Plan, the Professional Growth Plan form should be skipped by the teacher. The form can be restored if needed at a later time or skipped in error.

To begin the **Improvement Plan**, click on the **Start** button. See below.

DashboardAdministrationEvaluationsEducatorsReportsHelp

Educator SearchBuilding Educators

Academic Year: 2013-2014

LEA: Training District 4 (900004) (change)

Building: Training School 4 (700004) (change)

Educator: Robert Teacher (RT0000004)

Evaluation Model: Teacher (all electronic forms)

Primary Evaluator: Sandy Sammons (TR0000004) (change)

Secondary Evaluators: Unassigned (change)

Your Access Level: Evaluator

Evaluation Forms

Collapse AllExpand All

+ Optional Self-AssessmentCompleted

- Step 1: Professional Growth and Improvement PlansIn Progress

Professional Growth Plan

Completion Process: Teacher First, Evaluator Closes

Status: Completed / Skipped

Show Details

Restore

Locked

Improvement Plan

Completion Process: Evaluator First, Teacher Closes

Status: Not Started

Show Details

Optional

▶

Start

Improvement Plan: Evaluation of Plan

Completion Process: Evaluator First, Teacher Closes

Status: Not Started

Show Details

Optional

▶

Start

At the top of the page, you will see an **Educator** button that will direct you back to the teacher’s evaluation page. You will also have **Suggested Guidelines** and the option to **Print to PDF** on the right side of the screen.

Evaluation Form for Robert Teacher (RT0000004)

Educator

Teacher Improvement Plan

Suggested Guideline(s)

PRINT TO PDF

VIEW COMMENTS

Instructions: The Improvement Plan is developed when an educator makes below expected growth with his/her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES evaluation. The evaluator should list specific areas for improvement, list measurable goals to improve performance, describe specific plans of action, indicate sources of evidence that will be used to document, and describe specific supports and professional development. If corrective actions are not made within the time as specified in the plan, a recommendation may be made for dismissal or to continue on the plan.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

The Improvement Plan form consists of five sections. Each section must be completed by the evaluator.

The first section is the improvement statement. Indicate performance standards addressed in the plan, dates the improvement area or concern was observed and specific statements of the concern/areas of improvement.

## 1. Improvement Statement

---

*List specific areas for improvement as related to the Ohio Standards for the Teaching Profession. Attach documentation.*

1.1 Performance standard(s) addressed in this plan:\*

1.2 Date(s) improvement area or concern observed:\*

1.3 Specific statement of the concern: Areas of improvement:\*

The second section addresses the desired level of performance.

## 2. Desired Level of Performance

---

*List specific measurable goals to improve performance. Indicate what will be measured for each goal.*

### 2.1 List Goals:\*

### 2.2 Level of Performance: Specifically describe successful improvement target(s):\*

### 2.3 Beginning Dates:\*

### 2.4 Ending Dates:\*

The third section addresses the plan of action in detail.

## 3. Specific Plan of Action

---

*Describe in detail specific plans of action that must be taken by the Teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.*

### 3.1 Actions to be taken:\*

### 3.2 Sources of evidence that will be examined:\*

The fourth section addresses assistance and professional development.


#### 4. Assistance and Professional Development

4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development:\*

The fifth section should be used to record the date of the Improvement Plan conference and the date you will evaluate the Improvement Plan.

#### 5. Dates

5.1 Date of Improvement Plan conference:\*



5.2 Date for this Improvement Plan to be evaluated:\*



To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link, shown below.

You also have the ability to add comments to the form. These comments are not meant to be a part of the evaluation record, rather a way for you to communicate efficiently with your evaluator regarding the forms.

Note

*This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.*

*I have reviewed this evaluation and discussed it with my evaluator. Entering my PIN # below indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

*The evaluator's PIN # on this form verifies that the proper procedures, as detailed in the local contract, have been followed.*

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:


Complete Form

Forgot your PIN?

COMMENTS

ADD A COMMENT...

No Comments Entered

 Educator

Teacher Improvement Plan: Evaluation of Plan

The **Improvement Plan: Evaluation of Plan** form is to be used by the evaluator at the end of the time specified in the Improvement Plan. The form is editable by the evaluator only. Upon evaluator completion, the teacher will be notified and have access to view the form. After the teacher enters the PIN and clicks on the completion button, the evaluator will be notified.

To begin the **Improvement Plan: Evaluation of Plan**, click on the **Start** button. See below.

DashboardAdministrationEvaluationsEducatorsReportsHelp

Educator SearchBuilding Educators

Academic Year: 2013-2014

LEA: Training District 4 (900004) (change)

Building: Training School 4 (700004) (change)

Educator: Robert Teacher (RT0000004)

Evaluation Model: Teacher (all electronic forms)

Primary Evaluator: Sandy Sammons (TR0000004) (change)

Secondary Evaluators: Unassigned (change)

Your Access Level: Evaluator

Evaluation Forms

Collapse AllExpand All

+ Optional Self-Assessment

Completed

- Step 1: Professional Growth and Improvement Plans

In Progress

Professional Growth Plan

Completion Process: Teacher First, Evaluator Closes

Status: Completed / Skipped

Show Details

Restore

Locked

Improvement Plan

Completion Process: Evaluator First, Teacher Closes

Status: Completed

Show Details

View

Improvement Plan: Evaluation of Plan

Completion Process: Evaluator First, Teacher Closes

Status: Not Started

Show Details

Optional

Start

At the top of the page, you will see an **Educator** button that will direct you back to the teacher’s evaluation page. You will also have **Suggested Guidelines** and the option to **Print to PDF** on the right side of the screen.

Evaluation Form for Robert Teacher (RT0000004)

Educator

Teacher Improvement Plan: Evaluation of Plan

Suggested Guideline(s)

PRINT TO PDF

VIEW COMMENTS

Instructions: This form will be completed by the Evaluator at the end of the time specified in the Improvement Plan. The Evaluator will review the Improvement Plan with the Teacher and determine which action is appropriate. The Evaluator should provide justification for his/her recommendation for action and attach evidence in the space provided.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

This form has four sections which are viewable below. The evaluator will indicate the Improvement Plan conference date, Evaluation of Plan conference date, recommendation and justification for the recommendation including evidence.

1. Improvement Plan

1.1 This Evaluation refers to the Improvement Plan Conference dated: \*

2. Justification for recommendation

2.1 Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. \*

### 3. Recommendation

3.1 The improvement plan has been evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken.\*

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance.\*\*
- ☐ The Improvement Plan should continue for time specified.
- ☐ Dismissal is recommended.

[clear selection](#)

\*\* The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

3.2 If Improvement Plan is to be continued for a specific time, enter dates below:

### 4. Conference Date

4.1 Evaluation of Improvement Plan conference date:\*

I have reviewed this evaluation and discussed it with my evaluator. Entering my PIN # below indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

The evaluator's PIN # on this form verifies that the proper procedures, as detailed in the local contract, have been followed.

To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link, shown below.

You also have the ability to add comments to the form. These comments are not meant to be a part of the evaluation record, rather a way for you to communicate efficiently with your evaluator regarding the forms.

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:


Complete Form

Forgot your PIN?

COMMENTS

[ADD A COMMENT...](#)

No Comments Entered

 Educator



# Evaluator View of Teacher's Step 2: Formative Assessment

**Step 2: Formative Assessment** will have the **Observation Template**, which is viewable by the evaluator only. It also has the **Teacher Professional Project**, which is optional.

Prior to starting a new observation, Step 2 will look similar to the image below.

Step 2: Formative Assessment

In Progress

 <b>Observation Template</b> Evaluator Only (Private)	Status: Completed <a href="#">Show Details</a>	<div>+ Add New</div>
 <b>Teacher Professional Project</b> Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	<div>Optional ▶ Start</div>

Once the Primary Evaluator selects the **Add New** button, a series of forms will appear that will open up the observation process to be completed.







Step 2: Formative Assessment

In Progress

Observation & Examination of Artifacts

Not Started

+ Add New

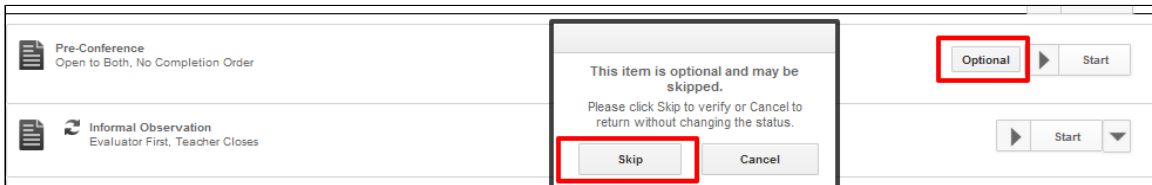
 <b>Pre-Conference</b> Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	<div>Optional ▶ Start</div>
  <b>Informal Observation</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	<div>▶ Start ▼</div>
 <b>Formal Observation / Performance Rubric</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	<div>▶ Start</div>
 <b>Post-Conference Planning</b> Evaluator Only (Private)	Status: Not Started <a href="#">Show Details</a>	<div>Optional ▶ Start</div>
 <b>Teacher Professional Project</b> Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	<div>Optional ▶ Start</div>

The following sections will explain each part of the process in detail.

## Evaluation Pre-Conference Form

The **Pre-Conference** form must be completed by the teacher first and then the evaluator will close it.

If you need to skip the form, click on the **Optional** button and a pop-up will appear. Click on **Skip** to make your selection.



The screenshot shows a web interface with two main sections. The top section is titled 'Pre-Conference' with the subtitle 'Open to Both, No Completion Order'. The bottom section is titled 'Informal Observation' with the subtitle 'Evaluator First, Teacher Closes'. In the top section, there is a button labeled 'Optional' which is highlighted with a red rectangle. To its right is a 'Start' button. In the bottom section, there is a 'Start' button with a dropdown arrow. A pop-up dialog box is centered on the screen, containing the text: 'This item is optional and may be skipped. Please click Skip to verify or Cancel to return without changing the status.' The 'Skip' button in the pop-up is highlighted with a red rectangle.

If you choose to complete the pre-conference form, you will be directed to the form's page similar to the one show below.



This form is editable by the Teacher and Evaluator. The teacher will review/complete the form first. Upon completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

There are Suggested Guidelines to guide you through the completion process as well as the ability to print the form in PDF.

There are three sections to this form:

1. Instructional Planning
2. Instruction and Assessment
3. Professional Responsibilities



## Evaluation Form for Mary Teacher (MT0000001)

 Educator

Teacher Pre-Conference

Suggested Guideline(s)

 PRINT TO PDF

[VIEW COMMENTS](#)

Instructions: The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation. Teachers may choose to write responses or discuss their responses during the conference. Principals may want to enter notes as a record of their conversation with the teacher.

NOTE: This form is editable by the Teacher and Evaluator. The Teacher will review/complse the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

### 1. Instructional Planning

#### FOCUS (Standard 4: Instruction)

What is the focus for the lesson?  
What content will students know/understand? What skills will they demonstrate?  
What standards are addressed in the planned instruction?  
Why is this learning important?

#### ASSESSMENT DATA (Standard 3: Assessment)

What assessment data was examined to inform this lesson planning?  
What does pre-assessment data indicate about student learning needs?

#### PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students, Standard 2: Content and Standard 4: Instruction)

What prior knowledge do students need?  
What are the connections to previous and future learning?  
How does this lesson connect to students' real-life experiences and/or possible careers?  
How does it connect to other disciplines?

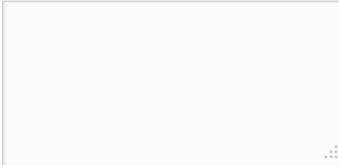
#### KNOWLEDGE OF STUDENTS (Standard 1: Students)

What should the evaluator know about the student population?  
How is this a developmentally appropriate learning activity?

#### 1.1 Teacher Responses:

(Read Only) This item has not been answered

#### 1.2 Evaluator Comments:



In each of the sections, the Teacher will have the ability to response to the content and their comments will be available in read only format.

## 2. Instruction and Assessment

### LESSON DELIVERY (Standard 2: Content and Standard 4: Instruction)

How will the goals for learning be communicated to students?

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

What strategies will be used to make sure all students achieve lesson goals?

How will content-specific concepts, assumptions, and skills be taught?

### DIFFERENTIATION (Standard 1: Students and Standard 4: Instruction)

How will the instructional strategies address all students' learning needs?

How will the lesson engage and challenge students of all levels?

How will developmental gaps be addressed?

### RESOURCES (Standard 2: Content and Standard 4: Instruction)

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

### CLASSROOM ENVIRONMENT (Standard 1: Students and Standard 5: Learning Environment)

How will the environment support all students?

How will different grouping strategies be used?

How will safety in the classroom be ensured?

How will respect for all be modeled and taught?

### ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

How will you check for understanding during the lesson?

What specific products or demonstrations will assess student learning/achievement of goals for instruction?

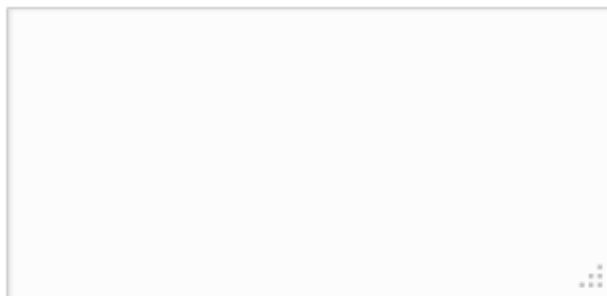
How will you ensure that students understand how they are doing and support students' self-assessment?

How will you use assessment data to inform your next steps?

#### 2.1 Teacher Responses:

*(Read Only) This item has not been answered*

#### 2.2 Evaluator Comments:



At the bottom of each section, the evaluator will have the ability to make comments.

### 3. Professional Responsibilities

#### COLLABORATION AND COMMUNICATION (Standard 6)

How do you cooperate with colleagues?

How do you work with others when there is a problem?

What is your communication style with students? With families? With colleagues?

In what ways do you seek the perspectives of others? Give an example.

#### PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

How do you apply knowledge gained from other experiences into your teaching?

Discuss ways you reflect and analyze your teaching.

What are some proactive ways you further your own professional growth?

##### 3.1 Teacher Responses:

*(Read Only) This item has not been answered*

##### 3.2 Evaluator Comments:

Upon completion of the form, the evaluator will have to enter his or her PIN to complete the form.

Note

This form is editable by the Teacher and Evaluator. The Teacher will review/complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

#### PIN Completion

Enter Teacher PIN below and click "Complete Form" to confirm.

Teacher PIN:

}

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

[Forgot your PIN number?](#)

#### COMMENTS

No comments entered

Educator

At the bottom of the page, there is a section to add comments. These comments are not meant to be a part of the observation record, rather a means of communicating more efficiently with the teacher.


## Informal Observation

When you start an **Informal Observation**, you will be directed to the observation form. The following pages will walk you through how to fill out the informal observation form.


To return to the Educator's Evaluation page, click on the **Educator** button at the top left side of the screen.

There are suggested guidelines to guide you through filling out the informal observation, as well as a way to print this form to PDF.

Evaluation Form for Mary Teacher (MT0000001)

 Educator

Teacher Informal Observation

Suggested Guideline(s)  PRINT TO PDF

[VIEW COMMENTS](#)

Instructions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. The evaluator may use the checklist format or the open-ended text box below to document the informal observation. The chart below has elements/indicators organized by standard areas to assist the evaluator in thinking about how the evidence applies to the rubric. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.




This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks the completion button, the Evaluator will be notified.

The first section of this form is the observation information including the date, time, and subject.

**1. Observation Information**

1.1 Date of walkthrough:\*

1.2 

1.3


1.4

August 2013						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### 1. Observation Information

---

1.1 Date of walkthrough:\*

09/16/2013 

1.2 Beginning time:\*

1.3 Ending time:\*

1.4 Subject

The second section is the Evaluator's observations. You will need to check all the items that apply or enter observation notes in the space provided.

### 2. Evaluator Observations

---

*Check all items that apply or enter observation notes.*

FOCUS ON LEARNING (Standard 4: Instruction)

☐ Learning outcomes and goals are clearly communicated to students

ASSESSMENT DATA (Standard 3: Assessment)

☐ Teacher employs a variety of formal and informal assessment techniques

☐ Multiple methods of assessment of student learning are utilized to guide instruction

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

☐ Lesson content is linked to previous and future learning

☐ Content presented is accurate and grade appropriate

☐ Teacher connects lesson to real-life applications

KNOWLEDGE OF STUDENTS (Standard 1: Students)

☐ Teacher demonstrates familiarity with students' background knowledge and experiences

LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

☐ Teacher explanations are clear and accurate, and use developmentally appropriate strategies

☐ Instruction is developmentally appropriate

DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)

☐ Instruction and lesson activities are accessible and challenging for students

RESOURCES (Standard 2: Content; Standard 4: Instruction)

☐ Varied instructional tools and strategies reflect student needs and learning objectives

☐ Instructional materials and resources are aligned to instructional purposes

CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

☐ Classroom learning environment is safe and conducive to learning

☐ Instructional time is used effectively

☐ Routines support learning goals and activities

ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

☐ Teacher provides students with timely and responsive feedback

Observation Notes:

The third and fourth part of the form is the **Evaluator Summary Comments**, and the **Recommendation for**

**Focus of Informal Observation.** These sections are required fields.

### 3. Evaluator Summary Comments

Comments:\*

### 4. Recommendations for Focus of Informal Observations

Recommendations:\*

Upon completion of the form, the evaluator will have to enter his or her PIN to complete the form.

Note

*This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.*

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:


Complete Form

[Forgot your PIN number?](#)

COMMENTS

ADD A COMMENT...

No Comments Entered

 Educator

At the bottom of the page, there is a section to add comments. These comments are not meant to be a part of the observation record, rather a means of communicating more efficiently with the teacher.

Formal Observation/Performance Rubric

The **Formal Observation/Performance Rubric** form has two sections: the formal observation and the performance rubric. The following pages will walk you through how to fill out this form.

To return to the Educator's Evaluation page, click on the **Educator** button at the top left side of the screen.

There are suggested guidelines to guide you through filling out the formal observation and performance rubric, as well as a way to print this form to PDF.

Evaluation Form for Mary Teacher (MT0000001)

Educator

Teacher Formal Observation / Performance Rubric

Suggested Guideline(s) PRINT TO PDF

VIEW COMMENTS

Instructions: Evaluators may use the scripting box as a method of collecting evidence during the formal classroom observation. A formal observation consists of a classroom visitation of a minimum of 30 minutes, but can be an entire lesson, or class period. Evidence is then categorized on the *Teacher Performance Evaluation Rubric*, and scored holistically. This means that evaluators will assess which level provides the best overall description of the teacher. The scoring process is expected to occur upon completion of each observation cycle. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, as well as informal observations (classroom walkthroughs).

When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

The first section of this form is the Formal Observation. Enter the date, time, subject of the formal observation. Then, enter the observation notes. All of these items are required fields.

Formal Observation

Date of Observation:\*

Begin

August 2013

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

End


Subject

Observation Notes:\*

Formal Observation

Date of Observation:\*

09/27/2013




Beginning Time:\*

|

Ending Time:\*

Subject:

Observation Notes:\*



The Performance Rubric has three sections:

1. Instructional Planning
2. Instruction and Assessment
3. Professionalism

Each section has standards to be rated. Click on the rating you feel applies and below you can enter evidence.



Instructional Planning				
	Ineffective	Developing	Skilled	Accomplished
<b>FOCUS FOR LEARNING</b> (Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course and school goals for content learning and skills.
EVIDENCE			Type evidence here	
<b>ASSESSMENT DATA</b> (Standard 3: Assessment)  <i>Sources of Evidence:</i> Pre-Conference	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p> <p>The teacher does not use or only uses one measure of student performance.</p>	<p>The teacher explains the characteristics, uses, and limitations of various diagnostic, formative and summative assessments but does not consistently incorporate this knowledge into lesson planning.</p> <p>The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p> <p>The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p>	<p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessments into lesson plans.</p> <p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p>
EVIDENCE				

Follow this same format for each of the sections.

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)  <i>Sources of Evidence:</i> Formal Observation, Classroom Walkthroughs/ Informal Observations	<p>A teacher's explanations are unclear, incoherent or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
EVIDENCE			evidence here	

Professionalism				
	Ineffective	Developing	Skilled	Accomplished
<b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)  <i>Sources of Evidence:</i> Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.  The teacher fails to understand and follow regulations, policies and agreements.  The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.  The teacher understands and follows district policies and state and federal regulations at a minimal level.  The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	<b>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work and identify targeted strategies.</b>  <b>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</b>  <b>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</b>	The teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.  The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.  The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
EVIDENCE				

At the bottom of the form, you will need to indicate an **Overall Rating** of one of the following:

- Ineffective
- Developing
- Skilled
- Accomplished

**Overall Rating**

Combined rating for all three sections: Instructional Planning, Instruction and Assessment and Professionalism.\*

☒ Ineffective
 ☐ Developing
 ☐ Skilled
 ☐ Accomplished
 [clear selection](#)

Upon completion of the form, the evaluator will have to enter his or her PIN to complete the form.

Note

This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.  
 Evaluator PIN:   
  
[Forgot your PIN number?](#)

COMMENTS

No Comments Entered

☒ Educator

At the bottom of the page, there is a section to add comments. These comments are not meant to be a part of the observation record, rather a means of communicating more efficiently with the teacher.

## Evaluation Post-Conference Planning

The **Post-Conference Planning** form is only accessible by the evaluator. The form is private and cannot be viewed by the teacher. The form can be skipped.

If the evaluator chooses to skip the form, click on the **Optional** button and a pop-up will appear. Click on **Skip** to make your selection.

The screenshot shows a web interface with a sidebar on the left containing two items: 'Post-Conference Planning Evaluator Only (Private)' and 'Teacher Professional Project Open to Both, No Completion Order'. A central pop-up dialog box contains the text: 'This item is optional and may be skipped. Please click Skip to verify or Cancel to return without changing the status.' Below this text are two buttons: 'Skip' and 'Cancel'. On the right side of the interface, there are two buttons labeled 'Optional' and 'Start'. The 'Optional' button is highlighted with a red box. At the bottom of the interface, there is a status bar that reads 'Step 3: Student Growth Measures (SGM)' and 'Not Started'.

When you start the **Post-Conference Planning** form, you will be directed to the form, shown below.

To return to the Educator's Evaluation page, click on the **Educator** button at the top left side of the screen.

There are suggested guidelines to guide you through filling out the **Post-Conference Planning** form, as well as a way to print this form to PDF.



This form is private and only accessible by the Evaluator. The Teacher cannot view or edit this form. Upon completion, the Teacher will not be notified the form is complete and will not be able to view or edit the form.

The screenshot shows the 'Evaluation Form for Mary Teacher (MT0000001)'. At the top left, there is a button labeled 'Educator' which is highlighted with a red box. Below this, there is a section titled 'Teacher Post-Conference Planning'. To the right of this section, there are two buttons: 'Suggested Guideline(s)' and 'PRINT TO PDF', both of which are highlighted with a red box. Below the 'Teacher Post-Conference Planning' section, there is a block of text: 'Instructions: The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.' followed by a note: 'NOTE: This form is private and only accessible by the Evaluator. The Teacher cannot view or edit this form. Upon completion, the Teacher will not be notified the form is complete and will not be able to view or edit the form.' Below this, there is a section titled '1. Reflective Questions for Reinforcement' which is highlighted with a red box. Under this section, there is a prompt: 'Record three reflective questions you would ask the teacher aligned to the area of reinforcement.' followed by four numbered items: '1.1', '1.2', '1.3', and '1.4 Statement of Reinforcement'. Each item has a corresponding text input field.

There are two areas to enter comments. The **Reflective Questions for Reinforcement** and the **Reflective Questions for Refinement**.

**2. Reflective Questions for Refinement**

*Record three reflective questions you would ask the teacher aligned to the area of refinement.*

2.1

2.2

2.3

2.4 Statement of Refinement

Upon completion of the form, the evaluator will have to enter his or her PIN to complete the form.

Note

*This form is private and only accessible by the Evaluator. The Teacher cannot view or edit this form. Upon completion, the Teacher will not be notified the form is complete and will not be able to view or edit the form.*

PIN Completion

No Teacher PIN required

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

Complete Form

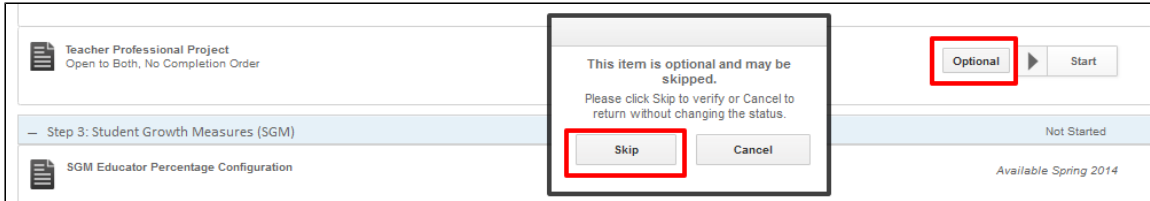
[Forgot your PIN number?](#)

At the bottom of the page, there is a section to add comments. These comments are not meant to be a part of the observation record, rather a means of communicating more efficiently with the teacher.

## Evaluator View of Teacher Professional Project

The **Teacher Professional Project** form is available for both the teacher and the evaluator to complete and can be skipped.

If you choose to skip the form, click on the **Optional** button and a pop-up will appear. Click on **Skip** to make your selection.

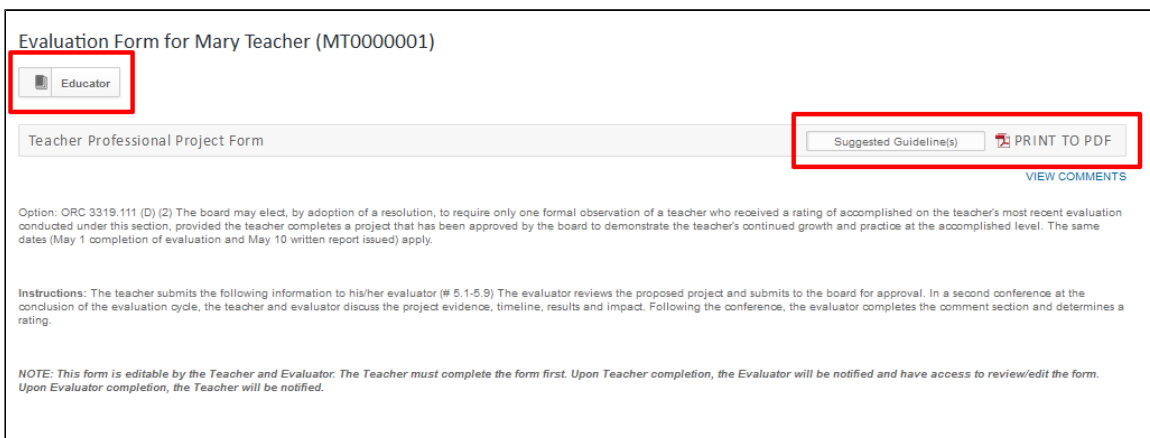


The screenshot shows the 'Teacher Professional Project' form interface. A pop-up dialog box is centered on the screen, stating: 'This item is optional and may be skipped. Please click Skip to verify or Cancel to return without changing the status.' The 'Skip' button in the dialog is highlighted with a red box. In the background, the 'Optional' button on the right side of the form is also highlighted with a red box. The form title is 'Teacher Professional Project' with the subtitle 'Open to Both, No Completion Order'. Below the title, there is a progress bar showing 'Step 3: Student Growth Measures (SGM)' and 'SGM Educator Percentage Configuration'. The status is 'Not Started' and it is 'Available Spring 2014'.

When you start the **Teacher Professional Project** form, you will be directed to the form, shown below.

To return to the Educator's Evaluation page, click on the **Educator** button at the top left side of the screen.

There are suggested guidelines to guide you through filling out the **Teacher Professional Project** form, as well as a way to print this form to PDF.



The screenshot shows the 'Evaluation Form for Mary Teacher (MT00000001)'. At the top left, there is a button labeled 'Educator' which is highlighted with a red box. Below the title, there is a section titled 'Teacher Professional Project Form'. To the right of this section, there are two buttons: 'Suggested Guideline(s)' and 'PRINT TO PDF', both of which are highlighted with a red box. Below these buttons, there is a link that says 'VIEW COMMENTS'. The form contains several sections of text, including an 'Option' section, an 'Instructions' section, and a 'NOTE' section. The 'Option' section states: 'Option: ORC 3319.111 (D) (2) The board may elect, by adoption of a resolution, to require only one formal observation of a teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section, provided the teacher completes a project that has been approved by the board to demonstrate the teacher's continued growth and practice at the accomplished level. The same dates (May 1 completion of evaluation and May 10 written report issued) apply.' The 'Instructions' section states: 'Instructions: The teacher submits the following information to his/her evaluator (# 5.1-5.9) The evaluator reviews the proposed project and submits to the board for approval. In a second conference at the conclusion of the evaluation cycle, the teacher and evaluator discuss the project evidence, timeline, results and impact. Following the conference, the evaluator completes the comment section and determines a rating.' The 'NOTE' section states: 'NOTE: This form is editable by the Teacher and Evaluator. The Teacher must complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Teacher will be notified.'


There are four sections to this form.

The first section is **Important Dates**. Fill in the date for each event by clicking on the calendar icon next to the field and selecting the appropriate date. These are required fields.


### 1. Important Dates

---


1.1 Date of initial conference.\*




1.2 Additional conference dates for project progress:



1.3 Project approval date.\*



1.4 Project evaluation date.\*




The second section is the **Approval Considerations** section.


### Approval Considerations

---


2.1 Proposed Project: Describe the scope of your proposed Professional Growth Project. Which Standards for the Teaching Profession are you focusing on for this project?




2.2 Timeline: What is the anticipated timeline for completion of this project?



2.3 Data Collection: What evidence and artifacts will you collect to demonstrate progress on this project?



2.4 Anticipated Impact: Describe how your involvement in this project will contribute to your professional growth and to student learning.



The third section is the **Evaluations Considerations**.

### 3. EVALUATION CONSIDERATIONS:

*Evaluator: As you evaluate this project, please address some or all of the following points in your comments.*

- *Standards or standard area of the rubric that apply for this teacher*
- *Relevance of project to teacher*
- *Interest and effort demonstrated by the teacher in this project*
- *Outcomes that benefit student learning*
- *Impact of project on school, district, community*

#### 3.1 Comments

Part of the **Evaluation Considerations** is the **Evaluator Rating**.



The project rating, shown below, and the evaluator's comments should be used to determine the rating. This rating will be holistically combined with the Observation Rating for the Final Summative Rating.

3.2 Evaluator Rating		
Once the project has been completed, the project will be evaluated in accordance with Standard 7: Professional Responsibility and Growth, and any other applicable standards from the Ohio Standards for the Teaching Profession. The Project Rubric (below) and the evaluator's comments should be used to determine the rating. This rating will be holistically combined with the Observation Rating for the Final Summative Rating.		
	Skilled	Accomplished
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	<ul style="list-style-type: none"><li>• The teacher meets ethical and professional responsibilities with integrity and honesty.</li><li>• The teacher models and upholds district policies and state and federal regulations.</li></ul>	<ul style="list-style-type: none"><li>• The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</li><li>• The teacher helps shape policy at the local or state level.</li></ul>
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	<ul style="list-style-type: none"><li>• The teacher participates in relevant professional development activities and incorporates what he/she learns into instruction.</li><li>• The teacher knows and uses the Ohio Standards for Professional Development.</li><li>• The teacher works collaboratively to determine and design appropriate professional development opportunities.</li><li>• The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</li></ul>	<ul style="list-style-type: none"><li>• The teacher uses professional literature, professional dialogue, collaboration with colleagues and other resources to support his/her development as a teacher and leader.</li><li>• The teacher analyzes his/her content knowledge and instructional strengths and weaknesses and presents and implements targeted ideas for professional growth.</li><li>• The teacher pursues advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.</li><li>• The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</li></ul>
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality school improvements and student achievement.	<ul style="list-style-type: none"><li>• The teacher participates in team or departmental decision making.</li></ul>	<ul style="list-style-type: none"><li>• The teacher is actively involved in professional and community organizations that advance teaching and learning.</li><li>• The teacher takes a leadership role in department, school, district, state, and professional organizations' decision-making activities, such as curriculum development, staff development or policy design.</li><li>• The teacher facilitates the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school district.</li></ul>
EVIDENCE		

The last section is the **Project Rating**, which is a required field.

#### 4. Project Rating

Skilled

Accomplished

[clear selection](#)

Upon completion of the form, the evaluator will have to enter his or her PIN to complete the form.

Note

NOTE: This form is editable by the Teacher and Evaluator. The Teacher must complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Teacher will be notified.

PIN Completion

Enter Teacher PIN below and click "Complete Form" to confirm.

Teacher PIN:

Complete Form

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

Complete Form

[Forgot your PIN number?](#)

COMMENTS

ADD A COMMENT...

NO COMMENTS YET

Educator

At the bottom of the page, there is a section to add comments. These comments are not meant to be a part of the observation record, rather a means of communicating more efficiently with the teacher.





## Evaluator View of Teacher's Step 3: Student Growth Measures

---

Step 3: Student Growth Measures is a feature that will be available in the Spring of 2014.

Training for this feature will begin in February of 2014 and the User Guide will be updated accordingly.

— Step 3: Student Growth Measures (SGM)		Not Started
 SGM Educator Percentage Configuration	Status: Not Started	Available Spring 2014
 SGM Educator Ratings Worksheet	Status: Not Started	Available Spring 2014

## Evaluator View of Teacher's Step 4: Summative Evaluation

---

Step 4: Summative Evaluation is a feature that will be available in the Spring of 2014.

Training for this feature will begin in February of 2014 and the User Guide will be updated accordingly.

— Step 4: Summative Evaluation		Not Started
 Final Summative Rating of Teacher Effectiveness	Status: Not Started <a href="#">Show Details</a>	Available Spring 2014

# Principal: View Educator

If you are not the primary evaluator for a specific teacher you will only have the ability to view an educator's record.

The example below shows what it will look like to only have the ability to view an educator's record. Click **View** to access the record.

DashboardAdministrationEvaluationsEducatorsReportsHelp

Educator Search

Academic Year: 2013-2014  
LEA: Training District 2 (900002) (change)  
Building: Training School 2 (700002) (change)

Click on View or Edit in the list below to access the staff evaluation data. NOTE: Only credentialed and approved evaluators can edit forms for their assigned educator(s).

Educators at Training School 2 (700002)

Show 10 Search:

FirstPrevious1NextLast

State ID	Last Name	First Name	Evaluation Type	Percent Complete	
RT0000002	Teacher	Robert	Teacher (all electronic forms)	0	<a href="#">View</a>
MT0000002	Teacher	Mary	Teacher (all electronic forms)	0	<a href="#">View</a>

Showing 1 to 2 of 2 entries

FirstPrevious1NextLast

Evaluators: If you are missing an educator in this list, please ask your Superintendent/Designee or Principal to verify the educator account has been activated and you are assigned as an evaluator for that individual.

When you click to view a record, you will be directed to that educator's evaluation page. Notice at the top of the page you will see that you have **View Only** access.

DashboardAdministrationEvaluationsEducatorsReportsHelp

















Educator SearchBuilding Educators

Academic Year: 2013-2014  
LEA: Training District 2 (900002) (change)  
Building: Training School 2 (700002) (change)  
Teacher: Robert Teacher (RT0000002)

Evaluation Model: Teacher (all electronic forms)  
Primary Evaluator: Thomas Superintendent  
Evaluators:  

Your Access Level: View Only

All of the forms and steps in the observation process will be seen, however they will be locked to you.

— Optional Self-Assessment		Not Started
 <b>Teacher Self-Assessment Summary Tool</b> Teacher Only (Private)	Status: Not Started <a href="#">Show Details</a>	 Locked
— Step 1: Professional Growth and Improvement Plans		Not Started
 <b>Professional Growth Plan</b> Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	 Locked
 <b>Improvement Plan</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	 Locked
 <b>Improvement Plan: Evaluation of Plan</b> Evaluator First, Teacher Closes	Status: Not Started <a href="#">Show Details</a>	 Locked
— Step 2: Formative Assessment		In Progress
  <b>Observation Template</b> Evaluator Only (Private)	Status: Completed <a href="#">Show Details</a>	 Add New
 <b>Teacher Professional Project</b> Open to Both, No Completion Order	Status: Not Started <a href="#">Show Details</a>	 Locked
— Step 3: Student Growth Measures (SGM)		Not Started
 <b>SGM Educator Percentage Configuration</b>	Status: Not Started	<i>Available Spring 2014</i>
 <b>SGM Educator Ratings Worksheet</b>	Status: Not Started	<i>Available Spring 2014</i>
— Step 4: Summative Evaluation		Not Started
 <b>Final Summative Rating of Teacher Effectiveness</b>	Status: Not Started <a href="#">Show Details</a>	<i>Available Spring 2014</i>
— Evidence/Artifacts		Available

## Principal Reports Tab

---



Currently there are not reports available to see. As reports are added to the Principal permission, the User Guide will be updated accordingly.

# Principal Help Tab

To access the Help page, click on the **Help** tab on the tool bar.

The Help page, displayed below, includes how to get support, various documents regarding the OPES/OTES framework and the electronic system and a link to the Ohio Department of Education eTPES web page. Also included are the Training Videos and this User Manual.

Help Resources

Ohio Department of Education eTPES Web Page

Support Contact Information

If you have policy questions regarding eTPES, please contact us at:  
[etpes@education.ohio.gov](mailto:etpes@education.ohio.gov)

If you have eTPES technical questions, please contact us at:  
[Online Support Request](#)  
[support@OhioTPES.com](mailto:support@OhioTPES.com)  
or call 1-877-314-1412

If you have NIEP evaluator credentialing questions, please contact us at:  
[support@niep.org](mailto:support@niep.org)

Teacher Evaluation System - Resources

[OTES Model](#)  
[OTES Resources](#)  
[Ohio Standards for Teachers](#)  
[Sample Professional Growth Plan](#)

Principal Evaluation System - Resources

[OPES Model](#)  
[OPES Resources](#)  
[Ohio Standards for Principals](#)  
[OPES Understanding and Using the Standards](#)

Superintendent/Designee - Resources

[Superintendent/Designee User Guide](#)  
[LEA Setup Help](#)

Training Videos

[Superintendent/Designee Video #1: Activating your account and logging in](#)  
[Superintendent/Designee Video #2: LEA Setup](#)  
[Superintendent/Designee Video #3: Staff Import](#)  
[Principal Video #1: Activating your account and logging in](#)

Help Documents

## Support Contact Information

---

There are three different support contacts to select from. To ensure you receive the quickest response to your support questions, it is important that you contact the correct support team.

Support Contact Information	
If you have policy questions regarding eTPES, please contact us at:	<a href="mailto:etpes@education.ohio.gov">etpes@education.ohio.gov</a>
If you have eTPES technical questions, please contact us at:	<a href="#">Online Support Request</a> <a href="mailto:support@OhioTPES.com">support@OhioTPES.com</a> or call 1-877-314-1412
If you have NIET evaluator credentialing questions, please contact us at:	<a href="mailto:support@niet.org">support@niet.org</a>

For policy related questions, you will need to contact [etpes@education.ohio.gov](mailto:etpes@education.ohio.gov).

For technical questions regarding the eTPES website, you will need to click on the **Online Support Request** link, email [support@ohiotpes.com](mailto:support@ohiotpes.com), or call 1877.314.1412. For the fastest most efficient response, fill out the Online Request form by clicking the link provided.

For questions regarding evaluator credentialing, you will need to email [support@niet.org](mailto:support@niet.org).

## Resources and Training Videos

---

There are a number of help documents, user guides and other resources, including training videos available for you to review.

Click on any link to access the related resource.

Teacher Evaluation System - Resources	Principal Evaluation System - Resources
<a href="#">OTES Model</a> <a href="#">OTES Resources</a> <a href="#">Ohio Standards for Teachers</a> <a href="#">Sample Professional Growth Plan</a>	<a href="#">OPES Model</a> <a href="#">OPES Resources</a> <a href="#">Ohio Standards for Principals</a> <a href="#">OPES Understanding and Using the Standards</a>
Superintendent/Designee - Resources	Training Videos
<a href="#">Superintendent/Designee User Guide</a> <a href="#">LEA Setup Help</a>	<a href="#">Superintendent/Designee Video #1: Activating your account and logging in</a> <a href="#">Superintendent/Designee Video #2: LEA Setup</a> <a href="#">Superintendent/Designee Video #3: Staff Import</a> <a href="#">Principal Video #1: Activating your account and logging in</a>

